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Preparatory Programme 4. L

The Parents' Union School

For Members of the P.N.E.U. only

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET)

PREPARATORY CLASS

(Age 5)

Principles.

For Charlotte Mason's principles and methods particularly helpful for children of this age see: *Home Education* (P.N.E.U., 7/6); this book deals with the child's estate, brain activity, out-of-door life, habits (physical, moral and mental), the will, the conscience and the idea of God; *Parents and Children* (out of print, may be borrowed from P.N.E.U. Office), which deals with the family, truth and the eternal child (these books are carefully indexed for reference purposes); *Masterly Inactivity* (P.N.E.U., 9d.), most important for children of all ages, and *Concerning Children as Persons* (P.N.E.U., 6d.).

Also recommended for general guidance are *Children at Home and in the Parents' Union School*, by E. Kitching (P.N.E.U., 1/-) and *Children from Five to Six*, by R. M. Harrison (C.M.C.) (P.N.E.U., 6c.), which give a clear picture of schooltime in the preparatory stage and many practical suggestions; these should be read in conjunction with this programme.

Other Books for Parents and Teachers.

The Intelligent Parent's Manual. A practical guide to the problems of childhood and adolescence, by F. Powdernaker, M.D. and Louise Ireland Grimes (Penguin, 2/6). A doctor with much experience, and the mother of a large family, offer their combined and wise advice on matters concerning the physical, mental and emotional development of children. Help will be found for most of the problems, usual and unusual, that occur. There is a sensible chapter on sex knowledge. Some useful appendices.

Some Parents' Questions Answered, by Patricia Edge (Faber, 4/6). Tells how many of the difficult questions children ask may be answered: birth, death, religion, fairies and Santa Claus are discussed. So too are habits such as thumbsucking, tantrums and other problems.

Bringing up Children, by K. Baron (E.U.P., 6/-). "This is a book for ordinary mothers about ordinary children, and the author is a very ordinary mother herself."

The Nervous Child, by H. C. Cameron, M.D., F.R.C.P. (Oxford Press, 12/6). A very valuable book dealing with nursery management and the common disorders of conduct, both of childhood and of later life.

The History of a P.U.S. Schoolroom, by Mrs. W. J. Brown (P.N.E.U., 6d.).

Stammering, by Kate Emil-Behnke (Williams and Norgate, 6/-).

Some Minor Ailments of Childhood: Hints to Mothers, by Dr. Beryl Twyman (Livingstone, 9d.).

Child Health in Warm Climates, by Dr. W. K. Blackie (Longmans, 7/6).

Hints to Mothers Travelling with Children by Land, Sea and Air, by the Hon. Mrs. Bernard James (P.N.E.U., 1/-).

METHOD

Time Table.

Children of five still need plenty of quiet growing-time and as much out-of-door life as possible. Daily lessons should be regular but informal and the time-table regarded only as a flexible guide to a well-assorted arrangement of free play occupations, activities and quiet story times.

The periods on the time table must be spaced to allow time to move around, put things away and get them out, change position and so forth between periods, so that there shall be no pressure of hustle and no lack of opportunity for movement: concentrated attention should never be required of this class for more than **ten minutes** on reading, writing or number, or for more than **fifteen minutes** on stories, and a period of free play must be included.

With these considerations in mind the following plan is suggested: it offers a suitable variety of organised occupations for each morning.

Monday.—Bible, Reading, Painting, Number, Handwork, Geography, Writing.

Tuesday.—Tales, Number, Handwork, Reading, Singing Games, Writing, Nature Study.

Wednesday.—Poetry, Reading, Nature Study, Number, Handwork, History, Writing.

Thursday.—Bible, Number, Handwork, Reading, Singing Games, Writing, Tales.

Friday.—Tales, Reading, Picture Study, Number, Handwork, Nature Study, Writing.

There should also be activities in the afternoon such as physical exercises, outdoor nature observation, gardening, out-door geography, as well as more listening to stories. The arrangement of these must depend largely on weather and climate. Children should be allowed to help in the house and in the care of animals.

Log Book.

A daily Log Book must be kept showing the length and content of each period of the morning, and be available for inspection by any educational authority entitled to inquire into the education of children of school age in the area over which it has control: for the same purpose, it is advisable to date the work in the pupil's exercise or loose-leaf books, so that they give evidence of progress made.

Lessons.

The understanding of five-year-old children varies greatly; those who are already used to being read to will be able to cover the greater part of the syllabus during a year, others will only make a beginning and may need to be told the stories at first; in either case a foundation will have been laid for the more formal lessons required of a child of six. *No narration, as such, should be required at this age*, though there will be many who will enjoy "telling back," and there could be plenty of talking about stories heard and careful attention to important proper names, which could be pointed out and repeated aloud beforehand, so that the story may be as uninterrupted as possible. *There should be no examinations or tests.*

At this age children usually have a fine dramatic sense and acting stories or setting tableaux to illustrate them is both enjoyable and valuable. Some have also considerable ability to learn by heart and this can be put to good use, but *must not* be wasted in learning verse of a poor or transient quality; however, learning by heart should not be considered compulsory at this age.

Report.

A Report Form is sent with this programme to be filled in and returned to the Director after not less than ten weeks' use of the programme. It will be returned with comments added. In the case of a class or of a home-schoolroom pupil using the programme for a whole year, a second report will be required. Both reports may be submitted at any time during the year, provided that each one represents not less than ten weeks' work. If the school year is divided into three terms it is advisable to send in reports at the end of any two of these terms.

SYLLABUS

Occupations and story books are grouped under subject headings and a suitable selection should be made to include something from each group.

Bible.

Choose stories from the Bible text.

Or, Old Testament Stories: *Joseph and His Brothers*, *Moses the Leader*, *David the Shepherd Boy*, by D. M. McFarlan (Nelson, 10d. each).

Stories Jesus Heard, *Other Stories Jesus Heard*, by B. Krall (Carval Publications, 3/6 each).

New Testament Stories: *The Baby Jesus*, *Jesus as a Boy*, *Jesus and the Children*, by L. S. Elliott (Nelson, 10d. each).

The Loveliest Friend, by J. M. Macdougall Ferguson (Carval, 3/6).

Stories of Favourite Saints, by B. Krall (Carval, 3/6).

Pictures of Old and New Testament Stories.

A careful choice is necessary (see "Picture Study").

Biblical Teaching Pictures, by E. A. Wood (S.P.C.K., 1/3 each, or cards, 2d. each, or in booklets, 10d. and 1/- each).

Old and New Testament Pictures (Lutterworth Press, 1½d. each).

See also catalogues from Messrs. Nelson, Parkside Works, Edinburgh, and McDougall's Ed. Supply, 80-82, Gt. Junction Rd., Edinburgh.

Prayers.

Good and Gay (S.P.C.K., 4/-). *All Our Friends*; a World Picture Book of Prayers, by P. L. Garlick (C.M.S., 5/-).

My Own Picture Prayer Book (S.C.M., 3/6): a book to take to church.

For Schools: *Prayers for Children*, by B. W. Holloway (U.L.P., 2/-).

Writing.

Writing and Writing Patterns, by Marion Richardson (U.L.P., Book I, 1/5). Booklets A and B for classes (7d. each). Teacher's Book (3/6).

Some children may reach Book II, but plenty of careful practice in the early stages is more valuable than rapid uncertain progress. Children should be taught to trace as well as to copy; this affords excellent practice in hand control and correct holding of the writing implement which must be comfortable to hold—not too small. In order to show the purpose of handwriting, take every opportunity of putting it to practical use: a child should, for instance, name every picture he draws, even though, in the early stages, this will only mean writing over very faint letters put there by teacher—this habit also helps towards reading and spelling.

Implements recommended: Thick soft, black pencil for tracing, crayons or thick coloured pencils for practice. "Learner's" pencils (P.N.E.U., 5d. each).

Tales.

Fairy Stories, legends, animal stories, for example:—
English Fairy Tales, collected by J. Jacobs (Muller, 9/6).

The Magic Candles, by Mary Steward (Blackie, 3/6).
The Little Black Hen, an Irish Fairy Story, by E. O'Faolain (O.U.P., 7/6).

Round the World in Stories, by R. K. and M. I. R. Polkinghorne (U.L.P., 6/-).

The Old Nurse's Stocking-Basket, bed-time stories by E. Farjeon (U.L.P., 6/-).

The Little Black Calf, by K. Foyle (Warne, 5/6).
Christmas at Blackberry Farm, by Jane Pilgrim, *Mr. Nibble* and other *Blackberry Farm* books (Brockhampton Press, 1/6 each).

The Little Gipsy, by R. K. Fry (Hutchinson, 2/-).
Ten Candlelight Tales, by Alison Uttley (Faber, 6/6).

Loopy, an Aeroplane, by Hardie Gramatky (Dent, 6/-).
Michael the Colt, by K. Garbalt (Hale, 3/6).

A Little Silk Apron. A Tasseltip Tale, by D. Richards (Wills & Hepworth, 2/6).

The Little Parrot, by Dorothy Craigie (Max Parrish, 7/6).
The Little Balloon, by Dorothy Craigie (Max Parrish, 7/6).

Bruno and His Friend Chimp, by S. Gladstone (Dent, 3/6).
Ebenezer, the Big Balloon, by D. Ross (Faber and Faber, 8/6).

The Fairy Caravan, by Beatrix Potter (Warne, 10/6).
Abwa and Her Picture (Africa), by Nancy Martin (E.H.P., 2/6).

Davy's Secret (West Indies), by D. Bartlett (E.H.P., 2/6).
Sita's Surprise (India), by J. Powell (E.H.P., 2/6).
Teddy Tells You (The Royal Society for the Prevention of Accidents, 1/-).

The North Pole Before Lunch, by Clifford Webb (Warne, 7/6).
Minikin's Visit, by M. D. Hillyard (Dent, 7/6).

History.

Days before History, by E. G. Hume (Blackie, 4/9). A picture history book from the Early Cavemen to the Early Iron Age.

Piers Plowman Junior Book II (Phillip, 3/9), stories and pictures of World History.

Stories of Great People, Stories of Great Deeds, by K. Conyngham Greene (Oxford Press, 4/- each), Letterpress. For Illustrations, see *A Nursery History of England*, by E. O'Neill (Nelson, 12/6), or, *The Foundations of History, Introductory Book*, by R. Wilson (Nelson, 4/-).

Geography.

The Foundations of Geography, Book I, *Round the Globe*, Book II, *Over Land and Sea*, by B. G. Hardingham (4/6 each).

Seeing the World, Bk. I, by J. H. Stemberge (O.U.P., 3/9). Selections from *Little Folk in Many Lands* (Blackie, 3/5).

World Map of the United Nations (Philip, 5/-).

Natural History.

Mother Nature's Wild Animals, Mother Nature's Babies, Mother Nature's Water Creatures, by J. Lucas (Warne, 3/- each). One of these might be taken each term.

Tales of the Wild Folk, by Cicely M. Rutley. A series of small booklets, each one telling, in story form, the life-history of a wild creature, e.g., *Kingfisher Blue, Greykin a Squirrel, Hum-hum a Honey-Bee* (Warne, 9d. each).

In the Country with Uncle Mac (Wills and Hepworth, 2/6). *In the Wilderness*, by Derek McCulloch (Wills and Hepworth, 2/6). Wild Animals of the World and some Birds.

Winkie the Grey Squirrel, by A. Pratten (O.U.P., 7/6). *Zoo Days*, by H. Golding, illustrations by Margaret Tarrant (Ward Lock, 14/-).

Zoo Man Favourites, by D. Seth-Smith (Littlebury, 6/-). *Animals on the Farm* (Puffin Picture Book, 2/-). *Forest Trees*. Special Pocket Edition (Brockhampton Press, 2/-).

Observer's Picture Cards: Wild Flowers, British Birds (Warne, 2/6 each).

British Birds and their Nests, by B. Vesey-Fitzgerald (Wills and Hepworth, 2/6). Excellent illustrations.

Pond Life (Puffin Picture Book, 2/6). *Chessington Animal Album*. Lovely big pictures. No letter-press (Philip & Tacey, 4/-).

Keep (a) Flower, Bird and Insect lists (large sheets of paper on the walls of the schoolroom).
(b) A Nature Note Book, with notes dictated by the children which can be read back to them, and children's brushwork drawings

(only good ones) pasted in. Some children produce very good likenesses of quite difficult things before they can write and should be encouraged to try.

Number.

Beacon Number Books, 1, 2 and 3 by C. M. Fleming (Ginn, 2/10 each).

Teacher's Manual to above (Ginn, 1/6), optional.

Children who can already count should begin on the *Second Book*. Those who are naturally quick at Number should not spend time on the drawings; they are helpful to the slower child, but should be done outside the Number time.

Number, by Mrs. I. Stephens (P.N.E.U., 1/-).

For games and things to do, where two or more children work together, *The Beacon Number Reader* (Ginn, 2/4).

Picture Study (optional).

If the children are able to enjoy looking at and talking about the pictures of the artist set for the rest of the school (P.N.E.U., 4/6) they may do so (an article about each artist and the pictures is published in the *Parents' Review*); if not, let them become familiar with one or two good reproductions of masterpieces each term, if possible by the same artist, so that unconsciously they begin to associate one painter with his ideas and style. In any case all subjects should be illustrated by plenty of good pictures, actual photographs where they are applicable, and clear, simple and thoughtful illustrations in other cases; it is, however, better to have no picture at all than one which disturbs the image created in the mind of the child by a good story-teller.

The Children's Art Book by Geoffrey Holme (Studio, 15/-) makes an excellent introduction to the appreciation of good pictures. Written for young children, it offers ideas to those who are new to this study.

Painting.

For guidance: *The Teaching of Art*, by L. de C. Bucher (Blackie, 25/-). Contains material for a number of years.

The children's work should be large and bold and quickly executed in coloured crayons, or primary colours (in tins) used with large paint brushes. Little children are apt to mix up all the colours in a paint box. Use any large sheet of paper (not always white); it is quite possible to cover newspaper with a colour-wash for this purpose. If it can be arranged, allow the children to paint standing in front of a small easel or improvised support for a drawing board and to learn to walk away and look at their work from a little distance. Allow plenty of opportunity for purely imaginative work and for illustration; for instance, after hearing a story, a class of children can each paint a different incident: arrange these paintings in order and then ask them to talk about them—children are very good critics in such matters.

Materials: (a) crayons, (b) pastels, (c) coloured pencils, brushes, tins of primary colours (P.N.E.U., 1/8 each colour). Painting books with pictures in bold outline and with no shading should be chosen for occasional occupations.

Poetry, Songs and Music.

The Lord's Prayer.

Hymns: *Songs of Praise for Little Children* (Oxford, 3/6). *My Own Picture Hymn Book* (S.C.M., 3/6). Choose seasonable hymns which they will hear in church.

The Land of Nursery Rhyme as seen by A. Daglish and E. Rhys (Dent, 10/-).

A Little Book of Old Rhymes and *A Little Book of Rhymes New and Old*, illustrated by C. M. Barker (Blackie, 2/6 each).

Mother Goose, edited by E. R. Boyce (Macmillan, 4/-).

Very Young Verses, by A. A. Milne (Methuen, 2/3).

Acting Rhymes, by Clive Sansom, Bk. I (Black, 1/6).

Traditional and other Songs, Singing Games, etc.: *Songtime*, by Percy Dearmer (Curwen, 10/6).

Movement and Song for the Fives to Sevens, ed. by J. Murray MacBain (Evans, 4/6).

Songs for the Under Sevens, by Marion Anderson (O.U.P., 4/6).

Percussion band: *The Percussion Band from A to Z*, by C. Bayin (Evans, 5/-).

Guide to the Teaching of Class Music for the under-eights, by Winifred Houghton (Augener, 5/-). To prepare children for listening with appreciation and enjoyment to good music. Particularly helpful for teachers who can only play a little.

Some children may begin to learn an instrument.

Piano: *Music Land*, by M. Evans, Book I (J. Williams, 3/6). H.M.V. Educational Recording Catalogue (P.N.E.U. Office, 1/2). Useful for people who have no piano.

Some suggestions from H.M.V. Records: (1) More Traditional Nursery Rhymes, H.M.V. B.10069, B.10070. (2) Music for Movement played by Jacques Orchestra, Record No. B.10125, 10126. Pamphlet describing records in detail suggests ways in which children might move to them.

Reading.

New Word Building Box (Philip and Tacey, 2/-).

The Beacon Readers (Ginn):

The Old Lob Approach: *Picture Book* (1/3); *Old Lob Reading Cards* (6/6 complete, optional).

At Old Lob's (2/-), corresponding *Work Book* (6d.).

The Move (2/4), corresponding *Work Book* (7d.).

Supplementary Readers to *The Move*:

A Visit to Updown, by C. C. Falconer (2/9).

What Happened at Updown, by C. C. Falconer (2/9).

Teacher's Handbook for Old Lob Approach (4/6).

For classes only: *Individual Cards Stage C* (4/3 the set).

Big Book of Old Lob Pictures (5/-).

Or, *The Primrose Path to Reading*, by W. Primrose (Smith, 3/9).

Recommended for extra reading:

Ring-o'-Roses Series, Nos. 1-48 (Cassell, 6d. each). (Each book contains a complete story, e.g., *Six Wee Crabs*, *The Red Elf*, *The Duck Girl*, *The Queer Little Elves*, *The Band*).

See *Home Education*, pp. 214-222. Children vary greatly in the age at which they are ready for reading, and in their rate of progress.

Enjoyment and good foundations are more important at this age than rapid advance. Some children may enjoy looking through *Children's Picture Dictionary*, by Lavinia Derwent (Collins, 15/-).

ABC and All That, by G. M. Rees (Hale, 7/6). Alphabet and rhymes and first introduction to numbers, coins, time, etc. (A first encyclopaedia).

Physical Exercise.

This should be largely free play and out of doors whenever possible. Home schoolroom pupils often enjoy the B.B.C. programme "Music and Movement." Also recommended are *Physical Education for Infants*, by I. Munden (U.L.P., 6/6), *The Playway to Rhythms* (Paxton, 3/-), and *Movement and Song for the Five to Sevens*, ed. by J. Murray MacBain (Evans, 4/6).

Handwork.

Handwork should be simple and of three kinds: (a) quickly executed—a model finished in one or two lessons, (b) learning a skill, for example, sewing or knitting, (c) collective or (where there is a class) community work, for example, a model village, see *What the Twins Did*, by W. G. Lovell (U.L.P., 2/3). Use inexpensive materials and throw away unworthy work.

For general suggestions, see *Infant Handwork*, by Isobel Arneil (Nelson, 3/6).

A. L. Coloured Sewing Cards (E. J. Arnold, 1/5).

Rather harder: *Painting and Embroidery Quality Cards*, "Innates of the Zoo" and other series (E. J. Arnold, 1/6).

Sand-tray and shallow bowl or bath of water indoors, or sand-pit and small pool out-of-doors: this produces ingenuity in castle building, journeys and means of transport.

The Matchbox Circus (Hall, 1/6). *The Matchbox Railway* (Hall, 1/6).

Box Holdall for keeping each child's materials tidy (P.N.E.U., 1/3).

BOOK SUPPLIES

All books, P.U.S. badge, colours, stationery, handicraft materials, school equipment, etc., may be obtained from the Book Trade Manager, P.N.E.U., 171, Victoria Street, London, S.W.1 (Office hours: 10-0 a.m. to 1-0 p.m., and 2-0 p.m. to 4-0 p.m., Monday to Friday inclusive). Cheques should be made payable to P.N.E.U. The P.U.S. badge and colours are copyright. Supplies of books and materials cannot be guaranteed, and prices are subject to change without notice: therefore it is most important that orders should be sent to the P.N.E.U. Office as early as possible. Books may be borrowed from Town and County Public Libraries. Members unable to get the books set should write to the Director at Ambleside for alternative suggestions.

GENERAL NOTES

1. The programmes are for the use of members of the School only and must not be lent.

2. When children become six they should begin work on the Form 1B programme. For details of this, please write to The Director, Parents' Union School, Ambleside, Westmorland.

3. All letters about the working of the Parents' Union School and the use of the programmes should be sent to The Director, at Ambleside.

July, 1954.

Preparatory Programme 6.

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Other Books for Parents and Teachers.

Children at Home and in the Parents' Union School, by E. Kitching (P.N.E.U., 1/6).

Children's Friendships, by M. D. Western (P.N.E.U., 6d.)

School at Home, by Lady Pakenham, Monica Allpress and Elizabeth Given (P.N.E.U., 1/-).

The Intelligent Parents' Manual. A practical guide to the problems of childhood and adolescence, by F. Powdermaker, M.D. and Louise Ireland Grimes (Penguin, 2/6). A doctor with much experience, and the mother of a large family, offer their combined and wise advice on matters concerning the physical, mental and emotional development of children. Help will be found for most of the problems, usual and unusual, that occur. There is a sensible chapter on sex knowledge. Some useful appendices.

Preparing the Family for the New Arrival, by Anne Proctor (Health Education, 2d).

Answers to a Child, by D. Whitcombe (Mowbrays, 3/-).

The Christian Household, by Anne Proctor (Longmans 3/6).

Points for Parents, by E. Pakenham (Weidenfeld & Nicholson, 10/6).

The Nervous Child, by H. C. Cameron, M.D., F.R.C.P. (Oxford Press, 12/6). A very valuable book dealing with nursery management and the common disorders of conduct, both of childhood and of later life.

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Report.

A Report Form is sent with this programme to be filled in and returned to the Director after not less than ten weeks' use of the programme. The Log Book entry should be a record of the ground covered and progress made for all activities or lessons for one particular yet normal day. It will be returned with comments added. If the programme is used for a whole year, a second report will be required. Both reports may be submitted at any time during the year, provided that each one represents not less than ten weeks' work. If the school year is divided into three terms it is advisable to send in reports at the end of any two of these terms.

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Stories of Favourite Saints, by B. Krall (Carwal, 3/6).

Pictures of Old and New Testament Stories.

A careful choice is necessary (see "Picture Study").
Gospel Picture Books I—VIII, by E. A. Wood (S.P.C.K., 1/- each).

Old and New Testament Pictures (Lutterworth Press, 1½d. each).

See also catalogues from Messrs. Nelson, Parkside Works, Edinburgh, and McDougall's Ed. Supply, 80-82, Gt. Junction Rd., Edinburgh.

Prayers. *My New Prayer Book*, by Bee McMullen (Mowbrays, 1/-). *All Our Friends: a World Good and Gay* (S.P.C.K., 5/-). *All Our Friends: a World Good and Gay* (S.P.C.K., 5/-). *All Our Friends: a World Good and Gay* (S.P.C.K., 5/-). *Picture Book of Prayers*, by P. L. Garlick (C.M.S., 5/-). *My Own Picture Prayer Book* (S.C.M., 3/6) a book to take to church.

For Schools: *Prayers for Children*, by B. W. Holloway (U.L.P., 2/-).

Writing.

Writing and Writing Patterns, by Marion Richardson (U.L.P., Book I, 1/5). Booklets A and B for classes (7d. each). Teacher's Book (3/6).

Some children may reach Book II, but plenty of careful practice in the early stages is more valuable than rapid uncertain progress. Children should be taught to trace as well as to copy; this affords excellent practice in hand control and correct holding of the writing implement which must be comfortable to hold—not too small. In order to show the purpose of handwriting, take every opportunity of putting it to practical use: a child might, for instance, enter in his "best" writing book a sentence and illustration about something he has enjoyed doing each day. He should name every picture he draws, even though, in the early stages, this will only mean writing over very faint letters put there by teacher—this habit also helps towards reading and spelling.

Implements recommended: Thick soft, black pencil for tracing, crayons or thick coloured pencils for practice, "Learner's" pencils (P.N.E.U., 6d. each).

Tales.

Fairy Tales of Long Ago, edited by M. C. Carey (Dent, 9/6).

The Magic Candles, by Mary Steward (Blackie, 3/6).

The Little Black Hen, an Irish Fairy Story, by E. O'Faolain (O.U.P., 7/6).

Ten Candlelight Tales, by Alison Uttley (Faber, 6/6).

Seven Times Once Upon A Time, by M. Baker (Carval, 5/-).

Ebenezer, the Big Balloon, by D. Ross (Faber, 8/6).

The Little Red Engine Goes Travelling, by D. Ross (Faber, 8/6).

The Story of the Little Car, by Leila Berg (Epworth, 4/-).

The North Pole Before Lunch, by Clifford Webb (Warne, 7/6).

Loopy, an Aeroplane, by Hardie Gramatky (Dent, 6/6).

Christmas at Blackberry Farm, *Mr. Nibble* and other *Blackberry Farm* books, by Jane Pilgrim (Brockhampton Press, 1/6 each).

Jan Perry Stories (a harvest mouse) by Modwena Sedgwick (Dent, 6/-).

The Little Grey Rabbit Series, by Alison Uttley (Collins, 3/6 each).

Winnie the Pooh and The House at Pooh Corner, by A. A. Milne (Methuen, 8/6 each).

The Little Boy and His House, by S. Bone and M. Adshead (Dent, 10/6).

Minikin's New Home, by M. D. Hillyard (Dent, 8/6).

The Little Gipsy, by R. K. Fry (Hutchinson, 2/-).

Chinna, An Indian Boy, by Margaret Monahan (E.H.P., 3/-).

Teddy Tells You (The Royal Society for the Prevention of Accidents, 1/-).

History.

Days before History, by E. G. Hume (Blackie, 4/9). A picture history book from the Early Cavemen to the Early Iron Age.

King Alfred the Great. An adventure from History, by L. du Garde Peach (Wills & Hepworth, 2/6).

Piers Plowman Junior Book II (Philip, 4/6), stories and pictures of World History.

Stories of Great People, Stories of Great Deeds, by K. Conyngham Greene (Oxford Press, 4/3 each): letterpress. For Illustrations, see *A Nursery History of England*, by E. O'Neill (Nelson, 16/-), or, *The Foundations of History, Introductory Book*, by R. Wilson (Nelson, 6/-).

Geography.

The Foundations of Geography, Book I, Round the Globe, by B. G. Hardingham (Nelson, 6/-).

The Golden Geography: A Child's Introduction to the World, by E. J. Werner (Publicity Products, 15/-).

Selections from *Little Folk in Many Lands* (Blackie, 4/-). *World Map of the United Nations* (Philip, 5/-).

For practical work: Sand-tray, make mountains, islands, valleys, etc.

Natural History.

Out and About Tales, by Irene Byers, Bk. I (stories 1-6) Bk. II (7-12), 5/- each, or each story separately 6d. each (Grant).

Tales of the Wild Folk, by Cicely M. Rutley. A series of small booklets, each one telling, in story form, the life-history of a wild creature, e.g., *The Tale of Tom Thrush, Queen Wasp, Minky the Mole* (Warne, 9d. each).

In the Country with Uncle Mac (Wills and Hepworth, 2/6).

In the Wilderness, by Derek McCulloch (Wills and Hepworth, 2/6). Wild Animals of the World and some Birds.

Walnut Tree Meadow, by David Severn (Bodley Head, 7/6).

Winkie the Grey Squirrel, by A. Pratten (O.U.P., 7/6).

Zoo Days, by H. Golding, illustrations by Margaret Tarrant (Ward Lock, 14/-).

Observer's Picture Cards: Wild Flowers, British Birds, British Wild Animals (Warne, 2/6 each).

British Birds and their Nests, Books I & III, by B. Vesey-Fitzgerald (Wills and Hepworth, 2/6 each). Excellent illustrations.

Pond Life (Puffin Picture Book, 2/6).

Keep (a) Flower, Bird and Insect lists (large sheets of paper on the walls of the schoolroom).

(b) A Nature Note Book, with notes dictated by the children which can be read back to them, and children's brushwork drawings (only good ones) pasted in. Some children produce very good likenesses of quite difficult things before they can write and should be encouraged to try. The Nature Note Book may be sent in with either the first or second report.

Number.

Nelson's Infant Number Books: Book I (for children who cannot count), Books II, III and IV (1/4 each) *Teacher's Book* (2/6).

Number, by Mrs. I. Stephens (P.N.E.U., 6d.).

For games and things to do, where two or more children work together, *The Beacon Number Reader* (Ginn, 3/-).

Picture Study (optional).

If the children are able to enjoy looking at and talking about the pictures of the artist set for the rest of the school (P.N.E.U., 4/6) they may do so (an article about each artist and the pictures is published in the *Parents' Review*); if not, let them become familiar with one or two good reproductions of masterpieces each term, if possible by the same artist, so that unconsciously they begin to associate one painter with his ideas and style. In any case all subjects should be illustrated by plenty of good pictures, actual photographs where they are applicable, and clear, simple and thoughtful illustrations in other cases; it is, however, better to have no picture at all than one which disturbs the image created in the mind of the child by a good story-teller.

The Children's Art Book by Geoffrey Holme (Studio, 15/-) makes an excellent introduction to the appreciation of good pictures. Written for young children, with excellent illustrations, it offers ideas to those who are new to this study.

Painting.

For guidance: *The Teaching of Art*, by L. de C-Bucher (Blackie, 25/-). Contains material for a number of years, also set for Forms I-III.

The children's work should be large and bold and quickly executed in coloured crayons, or primary colours (in tins) used with large paint brushes. Little children are apt to mix up all the colours in a paint box. Use any large sheet of paper (not always white); it is quite possible to cover newspaper with a colour-wash for this purpose. If it can be arranged, allow the children to paint standing in front of a small easel or improvised support for a drawing board and to learn to walk away and look at their work from a little distance. Allow plenty of opportunity for purely imaginative work and for illustration; for instance, after hearing a story, a class of children can each paint a different incident: arrange these paintings in order and then ask them to talk about them—children are very good critics in such matters.

Materials: (a) crayons, (b) pastels, (c) coloured pencils, brushes, tins of primary colours (P.N.E.U., 1/8 each colour). Painting books with large pictures and little detail should be chosen for occasional occupations.

Poetry, Songs and Music.

The Lord's Prayer.

Hymns: *Prayers and Hymns for Little Children* (Oxford, 4/6 with music). *My Own Picture Hymn Book* (S.C.M., 3/6). Choose seasonable hymns which they will hear in church.

The Land of Nursery Rhyme as seen by A. Daglish and E. Rhys (Dent, 11/6).

A Little Book of Old Rhymes and *A Little Book of Rhymes New and Old*, illustrated by C. M. Barker (Blackie, 3/- each).

Very Young Verses, by A. A. Milne (Methuen, 2/3).

Acting Rhymes, Bk. I by Clive Sansom, (Black, 1/9).

Traditional and other Songs, Singing Games, etc.: *Songtime*, by Percy Dearmer (Curwen, 12/6).

The Second Book of Sixty Songs (O.U.P., 4/-).

The Clarendon Class Singing Course, by Herbert Wiseman and Sydney Northcote, Book I (O.U.P., 4/6).

Pretty Little Maid Songs, by M. L. Murchison (Saville, 3/6).

Percussion band: *The Percussion Band from A to Z*, by C. Bavin (Evans, 5/9).

Some children may begin to learn an instrument.

Piano: John Thompson's *Modern Course for the Piano: Teaching Little Fingers to Play*, 3/6, *The First Grade Book* (Chappell, 4/6).

For people who have no piano:—

(a) Some suggestions from H.M.V. Records, obtainable from the Gramophone Company Ltd., 363, Oxford Street, London, W. 1.

More Traditional Nursery Rhymes, H.M.V. B.10069, B.10070. Music for Movement played by Jacques Orchestra, B.10125 and 10126 with a pamphlet describing records in detail suggesting ways in which children might move to them.

(b) "The Music Box," B.B.C. Broadcast to Schools, is excellent and very popular with children.

Reading.

See *Home Education*, pp. 213-220. Children vary greatly in the age at which they are ready for reading, and in their rate of progress. Enjoyment and good foundations are more important at this age than rapid advance.

New Word Building Box (Philip and Tacey, 2/2).

The Beacon Readers (Ginn):

The Old Lob Approach: Picture Book (1/10); *Old Lob Reading Cards* (7/6 complete, optional).

At Old Lob's (2/-), corresponding *Work Book* (8d.).

The Move (2/6), corresponding *Work Book* (8d.).

Supplementary Readers to *The Move*:

A Visit to Updown, What Happened at Updown, by C. C. Falconer (3/- each).

Teacher's Handbook for Old Lob Approach (4/6).

For classes only: *Individual Cards Stage C* (6/7 the set).

Big Book of Old Lob Pictures (5/-).

Or, The Primrose Path to Reading, by W. Primrose (Smith, 3/9).

Recommended for extra reading:

Ring-o'-Roses Series, Nos. 1-48 (Cassell, 6d. each). Each book contains a complete story, e.g., *The Red Elf, The Dandelion, Where*

Are You Going?

Some children may enjoy looking through *Children's Picture Dictionary*, by Lavinia Derwent (Collins, 12/6).

ABC and All That, by G. M. Rees (Hale, 7/6). Alphabet and rhymes and first introduction to numbers, coins, time, etc. (A first encyclopaedia).

Physical Exercise.

This should be largely free play and out of doors whenever possible. Home schoolroom pupils often enjoy the B.B.C. programme "Music and Movement." Also recommended are *Physical Education for Infants*, by I. Munden (U.L.P., 6/6), *The Playway to Rhythms* (Paxton, 3/-), and *Movement and Song for the Five to Sevens*, ed. by J. Murray MacBain (Evans, 4/6), and *Party Games for Young Children*, by Jayne Grey (Ward Lock, 6/-).

Handwork.

Handwork should be simple and of three kinds: (a) quickly executed—a model finished in one or two lessons, (b) learning a skill, for example, sewing or knitting, (c) collective or (where there is a class) community work, for example, a model village, see *What the Twins Did*, by W. G. Lovell (U.L.P., 2/3) and friezes, see *Equip that Infant Room*, by I. Arneil (Nelson, 2/6). Use inexpensive materials and throw away unworthy work.

For general suggestions, see *Infant Handwork*, by Isobel Arneil (Nelson, 3/6).

A. L. Coloured Sewing Cards (E. J. Arnold, 1/7½).

Rather harder: *Painting and Embroidery Quality Cards*, "Inmates of the Zoo" and other series (E. J. Arnold, 1/6).

Sand-tray and shallow bowl or bath of water indoors, or sand-pit and small pool out-of-doors: this produces ingenuity in castle building, journeys and means of transport.

Things to do: *A Golden Play Book of Wild Animals*, (Adprint, 2/6).

Daily Express Doll Dressing Press-out Book, National Costumes: Sweden (Oldbourne, 1/6).

A Christmas Manger, A Puffin Picture Book, (2/11).

Box Holdall, in strong cardboard (12"×8"×2") for keeping each child's materials tidy (P.N.E.U., 1/4).

BOOK SUPPLIES

All books, P.U.S. badge, colours, stationery, handicraft materials, school equipment, etc., can be bought from the Book Trade Manager, P.N.E.U., Murray House, Vandon Street, London, S.W.1 (Office hours: 10-0 a.m. to 1-0 p.m., and 2-0 p.m. to 4-0 p.m., Monday to Friday inclusive). Cheques should be made payable to P.N.E.U. The P.U.S. badge and colours are copyright. Supplies of books and materials cannot be guaranteed, and **prices are subject to change without notice**; therefore it is most important that orders should be sent to the P.N.E.U. Office as early as possible. Books may be borrowed from Town and County Public Libraries.

GENERAL NOTES

1. The programmes are for use with pupils of the School only and must not be lent.
2. When children become six they begin work on the Form 1B programme. For details of this, please write to The Director, Parents' Union School, Ambleside, Westmorland.
3. All letters about the working of the Parents' Union School and the use of the programmes should be sent to The Director, at Ambleside.

July, 1956.

Lessons.

Preparatory Programme 7.

L

The Parents' Union School

For Members of the P.N.E.U. only

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET)

PREPARATORY CLASS

(Age 5)

Principles.

For Charlotte Mason's principles and methods particularly helpful for children of this age see: *Home Education* (P.N.E.U., 9/6); this book deals with the child's estate, brain activity, out-of-door life, habits (physical, moral and mental), the will, the conscience and the idea of God; *Parents and Children* (out of print, may be borrowed from P.N.E.U. Office), which deals with the family, truth and the eternal child (these books are carefully indexed for reference purposes); *Masterly Inactivity*, see chapter III *Home and School Education* (P.N.E.U., 7/6), most important for children of all ages, and *Concerning Children as Persons* (P.N.E.U., 6d.).

Other Books for Parents and Teachers.

Children at Home and in the Parents' Union School, by E. Kitching (P.N.E.U., 1/6).

Children's Friendships, by M. D. Western (P.N.E.U., 6d.).

School at Home, by Lady Pakenham, Monica Allpress and Elizabeth Given (P.N.E.U., 1/-).

The Intelligent Parents' Manual. A practical guide to the problems of childhood and adolescence, by F. Powdermaker, M.D. and Louise Ireland Grimes (Penguin, 2/6). A doctor with much experience, and the mother of a large family, offer their combined and wise advice on matters concerning the physical, mental and emotional development of children. Help will be found for most of the problems, usual and unusual, that occur. There is a sensible chapter on sex knowledge. Some useful appendices.

Preparing the Family for the New Arrival, by Anne Proctor (Health Education, 2d.).

Answers to a Child, by D. Whitcombe (Mowbrays, 3/-).

The Christian Household, by Anne Proctor (Longmans, 3/6).

Indoor Games and Amusements for Children, by M. D. McMullin (Hutchinson, 10/6). Excellent ideas for children who are bed-ridden or house-bound.

The Nervous Child, by H. C. Cameron, M.D., F.R.C.P. (Oxford Press, 12/6). A very valuable book dealing with nursery management and the common disorders of conduct, both of childhood and of later life.

Stammering, by Kate Emil-Behnke (Williams and Norgate, 6/-).
Some Minor Ailments of Childhood: Hints to Mothers, by Dr. Beryl Twyman (Livingstone, 9d.).
Child Health in Warm Climates, by Dr. W. K. Blackie (Longmans, 7/6).
Hints to Mothers Travelling with Children by Land, Sea and Air, by the Hon. Mrs. Bernard James (P.N.E.U., 1/-).

METHOD

Time Table.

Children of five still need plenty of quiet growing-time and as much out-of-door life as possible. Daily lessons should be regular but informal and the time-table regarded only as a flexible guide to a well-assorted arrangement of free play occupations, activities and quiet story times.

The periods on the time table must be spaced to allow time to move around, put things away and get them out, change position and so forth between periods, so that there shall be no pressure of hustle and no lack of opportunity for movement: concentrated attention should never be required of this class for more than **ten minutes** on reading, writing or number, or for more than **fifteen minutes** on stories, and a break for free play must be included.

With these considerations in mind the following plan is suggested: it offers a suitable variety of organised occupations for each morning; particular attention should be given to the arrangement.

Monday.—Bible, Reading, Painting, Number, Handwork, Geography, Writing.

Tuesday.—Tales, Number, Handwork, Reading, Singing Games, Writing, Nature Study.

Wednesday.—Poetry, Reading, Nature Study, Number, Handwork, History, Writing.

Thursday.—Bible, Number, Handwork, Reading, Singing Games, Writing, Tales.

Friday.—Tales, Reading, Picture Study, Number, Handwork, Nature Study, Writing.

There should also be activities in the afternoon such as physical exercises, outdoor nature observation, gardening, outdoor geography, as well as more listening to stories. The arrangement of these must depend largely on weather and climate. Children should be allowed to help in the house and in the care of animals.

Log Book.

A daily Log Book must be kept showing the length and content of each period of the morning, and be available for inspection by any officer of the local educational authority: for the same purpose, it is advisable to date the work in the pupil's exercise or loose-leaf books, so that they give evidence of progress made.

Lessons.

The understanding of five-year-old children varies greatly; those who are already used to being read to will be able to cover the greater part of the syllabus during a year, others will only make a beginning and may need to be told the stories at first; in either case a foundation will have been laid for the more formal lessons required of a child of six. *No narration, as such, should be required at this age*, though there will be many who will enjoy "telling back," and there could be plenty of talking about stories heard and careful attention to important proper names, which could be pointed out and repeated aloud beforehand, so that the story may be as uninterrupted as possible. *There should be no examinations or tests.*

At this age children usually have a fine dramatic sense and acting stories or setting tableaux to illustrate them is both enjoyable and valuable. Some have also considerable ability to learn by heart and this can be put to good use, but *must not* be wasted in learning verse of a poor or transient quality; however, learning by heart should not be considered compulsory at this age.

Report.

A Report Form is sent with this programme to be filled in and returned to the Director after not less than ten weeks' use of the programme. The Log Book entry should be a record of the ground covered and progress made for all activities or lessons for one particular yet normal day. It will be returned with comments added. If the programme is used for a whole year, a second report will be required. Both reports may be submitted at any time during the year, provided that each one represents not less than ten weeks' work. If the school year is divided into three terms it is advisable to send in reports at the end of any two of these terms.

SYLLABUS

Occupations and story books are grouped under subject headings and a suitable selection should be made to include something from each group.

Bible.

Choose stories from the Bible text.
Or, Old Testament Stories: Joseph and His Brothers, Moses the Leader, David the Shepherd Boy, and others in the same series, by D. M. McFarlan (Nelson, 10d. each).

Stories Jesus Heard, Other Stories Jesus Heard, by B. Krall (Carwal Publications, 3/6 each).

New Testament Stories:

Stories told by Jesus, Jesus in Galilee, Jesus and His Friends, and others in the same series, by L. S. Elliott (Nelson, 10d. each).
The Loveliest Friend, by J. M. Macdougall Ferguson (Carwal, 3/6).

Stories of Favourite Saints, by B. Krall (Carwal, 3/6).

Pictures of Old and New Testament Stories.

A careful choice is necessary (see "Picture Study").
Gospel Picture Books I-VIII, by E. A. Wood (S.P.C.K., 1/- each).
Old and New Testament Pictures (Lutterworth Press, 1½d. each).
See also catalogues from Messrs. Nelson, Parkside Works, Edinburgh, and McDougall's Ed. Supply, 80-82, Gt. Junction Rd., Edinburgh.

Lessons.

Prayers.

My New Prayer Book, by Bee McMullen (Mowbrays, 1/-).
Good and Gay (S.P.C.K., 5/-). *All Our Friends*: a World Picture Book of Prayers, by P. L. Garlick (C.M.S., 5/-).
My Own Picture Prayer Book (S.C.M., 3/6): a book to take to church.

For Schools: *Prayers for Children*, by B. W. Holloway (U.L.P., 2/-).

Writing.

Writing and Writing Patterns, by Marion Richardson (U.L.P., Book I, 1/6). Booklets A and B (7d. each). Teacher's Book (3/6).

Some children may reach Book II, but plenty of careful practice in the early stages is more valuable than rapid uncertain progress. Children should be taught to trace as well as to copy; this affords excellent practice in hand control and correct holding of the writing implement which must be comfortable to hold—not too small. In order to show the purpose of handwriting, take every opportunity of putting it to practical use: a child might, for instance, enter in his "best" writing book a sentence and illustration about something he has enjoyed doing each day. He should name every picture he draws, even though, in the early stages, this will only mean writing over very faint letters put there by teacher—this habit also helps towards reading and spelling.

Implements recommended: Thick soft, black pencil for tracing, crayons or thick coloured pencils for practice. "Learner's" pencils, black, blue and red (P.N.E.U., 6d. each).

Tales.

Fairy Tales of Long Ago, edited by M. C. Carey (Dent, 10/6). *The Magic Candles*, by Mary Steward (Blackie, 3/6).

Pushti (a Siamese kitten) by K. Nixon (Warne, 6/-).

Magic Island, by Clifford Webb (Faber, 8/6).

The New Pet (the new baby) by Marjorie Flack (Bodley Head, 7/6).

Six and Twenty Tales, by Peggy Stack (Faber, 8/6).

Ebenezer, the Big Balloon, by D. Ross (Faber, 8/6).

The Little Red Engine Goes Travelling, by D. Ross (Faber, 8/6).

The Story of the Little Car, by Leila Berg (Epworth, 4/-).

The North Pole Before Lunch, by Clifford Webb (Warne, 7/6).

Loopy, an Aeroplane, by Hardie Gramatky (Dent, 6/6).

Christmas at Blackberry Farm, *Mr. Nibble* and other *Blackberry Farm* books, by Jane Pilgrim (Brockhampton Press, 1/6 each).

The Little Grey Rabbit Series, by Alison Uttley (Collins, 3/6 each).

Winnie the Pooh and *The House at Pooh Corner*, by A. A. Milne (Methuen, 8/6 each).

The Little Boy and His House, by S. Bone and M. Adshead (Dent, 10/6).

The Little Gipsy, by R. K. Fry (Hutchinson, 2/-).

Efiong: A Little Boy in Africa, by E. B. Floyer (E.H.P., 2/-).

John and Betty: A Road Safety Reader, (Royal Society for Prevention of Accidents, 1/6).

History.

Days before History, by E. G. Hume (Blackie, 4/9). A picture history book from the Early Cavemen to the Early Iron Age.
King Alfred the Great. An adventure from History, by L. du Garde Peach (Wills & Hepworth, 2/6).

Piers Plowman Junior Book II (Philip, 4/6), stories and pictures of World History.

Stories of Great People, *Stories of Great Deeds*, by K. Conyngham Greene (Oxford Press, 4/3 each): letterpress. For Illustrations, see *History Picture Book I: Times of Knights in Armour* (Macmillan, 3/-). *A Nursery History of England*, by E. O'Neill (Nelson, 16/-).

Geography.

The Foundations of Geography, Book I, *Round the Globe*, by B. G. Hardingham (Nelson, 6/-).

The Golden Geography: A Child's Introduction to the World, by E. J. Werner (Publicity Products, 15/-).

Seeing the World, Book I, by J. H. Stenbridge (O.U.P., 3/3). *World Map of the United Nations* (Philip, 5/-).

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Materials: (a) Magna ('tween size) Crayons (Philip and Tacey 11½d. + 2½d. P. Tax), (b) pastels, (c) coloured pencils, brushes, tins of primary colours (P.N.E.U., 1/8 each colour). "Tempera-block" Colours in containers with palette lids (Reeves, 2/9 each). Painting books with large pictures and little detail should be chosen for occasional occupations.

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Speaking and Moving Book I, by F. Wilkins (O.U.P., 3/-).

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The Second Book of Sixty Songs (O.U.P., 4/6).

The Clarendon Class Singing Course, by Herbert Wiseman and Sydney Northcote, Book I (O.U.P., 4/6).

Pretty Little Maid Songs, by M. L. Murchison (Saville, 3/6).

Percussion band: *The Percussion Band from A to Z*, by C. Bavin (Evans, 5/9).

Some children may begin to learn an instrument.

Piano: John Thompson's *Modern Course for the Piano*: *Teaching Little Fingers to Play*, 3/6, *The First Grade Book* (Chappell, 4/6).

For people who have no piano:—

(a) Some suggestions from H.M.V. Records, obtainable from the Gramophone Company Ltd., 363, Oxford Street, London, W. 1.

More Traditional Nursery Rhymes, H.M.V. B.10069, B.10070. *Music for Movement played by Jacques Orchestra*, B.10125 and 10126 with a pamphlet describing records in detail suggesting ways in which children might move to them. *Folk Songs for Children*, H.M.V. B.10368/69.

(b) "The Music Box," B.B.C. Broadcast to Schools, is excellent and very popular with children.

Reading.

See *Home Education*, pp. 213-220. Children vary greatly in the age at which they are ready for reading, and in their rate of progress. Enjoyment and good foundations are more important at this age than rapid advance.

Printed Capital Letters. Printed Small Letters. (1/4 each box plus 3½d. P. Tax, E.S.A.).

The Beacon Readers (Ginn):

The Old Lob Approach: Picture Book (2/-); *Old Lob Reading Cards* (8/2 complete, optional).

At Old Lob's (2/-), corresponding *Work Book* (8d.).

The Move (2/9), corresponding *Work Book* (8d.).

Supplementary Readers to *The Move*:

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Teacher's Handbook for Old Lob Approach (5/-).

For classes only: *Individual Cards Stage C* (6/7 the set).

Big Book of Old Lob Pictures (5/-).

Or, The Primrose Path to Reading, by W. Primrose (Smith, 3/9).

Recommended for extra reading:

Ring-o'-Roses Series, Nos. 1-48 (Cassell, 9d. each). Each book contains a complete story, e.g., *Fairy Stairs, Cross Patch, Goblin Hill*.

Some children may enjoy looking through *Children's Picture Dictionary*, by Lavinia Derwent (Collins, 12/6).

Physical Exercise.

This should be largely free play and out of doors whenever possible. Home schoolroom pupils often enjoy the B.B.C. programme "Music and Movement." Also recommended are *Physical Education for Infants*, by I. Munden (U.L.P., 6/6), *The Playway to Rhythms* (Paxton, 3/-), and *Movement and Song for the Five to Sevens*, ed. by J. Murray MacBain (Evans, 4/6), *Movement Songs for Infant Classes*, by G. E. Holt (Boosey and Hawkes, 4/-) and *Party Games for Young Children*, by Jayne Grey (Ward Lock, 6/-).

Handwork.

Handwork should be simple and of three kinds: (a) quickly executed—a model finished in one or two lessons, (b) learning a skill, for example, sewing or knitting, (c) collective or (where there is a class) community work, for example, a model village, and friezes, see *Equip that Infant Room*, by I. Arneil (Nelson, 2/6). Use inexpensive materials and throw away unworthy work.

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Rather harder: *Painting and Embroidery Quality Cards*, "Inmates of the Zoo" and other series (E. J. Arnold, 1/6).

Sand-tray and shallow bowl or bath of water indoors, or sand-pit and small pool out-of-doors: this produces ingenuity in castle building, journeys and means of transport.

Things to do: *Keyway Giant Square Sticks*, assorted colours (3/6 a box plus 10d. P. Tax, Philip and Tacey). Making patterns and matchstick people out of these provides endless fun.

Paper Plaiting or Mat Weaving. Packets containing 12 mats and $\frac{1}{4}$ inch strips, (7d. per packet, E. J. Arnold).

A Golden Playbook of Wild Animals, (Adprint, 2/6).

A Christmas Manger, A Puffin Picture Book, (2/11).

Box Holdall, in strong cardboard (12" x 8" x 2") for keeping each child's materials tidy (P.N.E.U., 1/4).

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Preparatory Programme 8. L

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(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET)

PREPARATORY CLASS

(Age 5)

Principles.

For Charlotte Mason's principles and methods particularly helpful for children of this age see: *Home Education* (P.N.E.U., 9/6) ; this book deals with the child's estate, brain activity, out-of-door life, habits (physical, moral and mental), the will, the conscience and the idea of God ; *Parents and Children* (out of print, may be borrowed from P.N.E.U. Office), which deals with the family, truth and the eternal child (these books are carefully indexed for reference purposes) ; *Masterly Inactivity*, see chapter III *Home and School Education* (P.N.E.U., 7/6), most important for children of all ages, and *Concerning Children as Persons* (P.N.E.U., 6d.).

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METHOD

Time Table.

Children of five still need plenty of quiet growing-time and as much out-of-door life as possible. Daily lessons should be regular but informal and the time-table regarded only as a flexible guide to a well-assorted arrangement of free play occupations, activities and quiet story times.

The periods on the time table must be spaced to allow time to move around, put things away and get them out, change position and so forth between periods, so that there shall be no pressure of hustle and no lack of opportunity for movement: concentrated attention should never be required of this class for more than **ten minutes** on reading, writing or number, or for more than **fifteen minutes** on stories, and a break for free play **must** be included.

With these considerations in mind the following plan is suggested: it offers a suitable variety of organised occupations for each morning; particular attention should be given to the arrangements.

Monday.—Bible, Reading, Painting, Number, Handwork, Geography, Writing.

Tuesday.—Tales, Number, Handwork, Reading, Singing Games, Writing, Nature Study.

Wednesday.—Poetry, Reading, Nature Study, Number, Handwork, History, Writing.

Thursday.—Bible, Number, Handwork, Reading, Singing Games, Writing, Tales.

Friday.—Tales, Reading, Picture Study, Number, Handwork, Nature Study, Writing.

There should also be activities in the afternoon such as physical exercises, outdoor nature observation, gardening, outdoor geography, as well as more listening to stories. The arrangement of these must depend largely on weather and climate. Children should be allowed to help in the house and in the care of animals.

Log Book.

A daily Log Book must be kept showing the length and content of each period of the morning, and be available for inspection by any officer of the local educational authority: for the same purpose, it is advisable to date the work in the pupil's exercise or loose-leaf books, so that they give evidence of progress made.

Lessons.

The understanding of five-year-old children varies greatly; those who are already used to being read to will be able to cover the greater part of the syllabus during a year, others will only make a beginning and may need to be *told* the stories at first; in either case a foundation will have been laid for the more formal lessons required of a child of six. *No narration, as such, should be required at this age*, though there will be many who will enjoy "telling back," and there could be plenty of talking about stories heard and careful attention to important proper names, which could be pointed out and repeated aloud beforehand, so that the story may be as uninterrupted as possible. *There should be no examinations or tests.*

At this age children usually have a fine dramatic sense and acting stories or setting tableaux to illustrate them is both enjoyable and valuable. Some have also considerable ability to learn by heart and this can be put to good use, but *must not* be wasted in learning verse of a poor or transient quality; however, learning by heart should not be considered compulsory at this age.

Report.

A Report Form is sent with this programme to be filled in and returned to the Director after not less than ten weeks' use of the programme. The Log Book entry should be a record of the ground covered and progress made for all activities or lessons for one particular yet normal day. It will be returned with comments added. If the programme is used for a whole year, a second report will be required. Both reports may be submitted at any time during the year, provided that each one represents not less than ten weeks' work. If the school year is divided into three terms it is advisable to send in reports at the end of any two of these terms.

SYLLABUS

Occupations and story books are grouped under subject headings and a suitable selection should be made to include something from each group.

Bible.

Choose stories from the Bible text.

The Life of Jesus of Nazareth, in the Gospel words with illustrations by W. Hole (Eyre and Spottiswoode, 30/-).

Or, Old Testament Stories: Joseph and His Brothers, Moses the Leader, David the Shepherd Boy, and others in the same series, by D. M. McFarlan (Nelson, 10d. each).

Stories Jesus Heard, Other Stories Jesus Heard, by B. Krall (Carwal Publications, 4/- each).

New Testament Stories:

The Baby Jesus, Jesus as a Boy, Jesus and the Children and others in the same series, by L. S. Elliott (Nelson, 10d. each).

The Loveliest Friend, by J. M. Macdougall Ferguson (Carwal, 4/6).

Stories of Favourite Saints, by B. Krall (Carwal, 4/6).

Pictures of Old and New Testament Stories.

A careful choice is necessary (see "Picture Study").

Gospel Picture Books I-VIII, by E. A. Wood (S.P.C.K., 1/- each).

Old and New Testament Pictures (Lutterworth Press, 1½d. each).

See also catalogues from Messrs. Nelson, Parkside Works, Edinburgh, and McDougall's Ed. Supply, 80-82, Gt. Junction Rd., Edinburgh.

Prayers.

My New Prayer Book, by Bee McMullen (Mowbrays, 1/3).
Good and Gay (S.P.C.K., 5/-). *All Our Friends*: a World Picture Book of Prayers, by P. L. Garlick (C.M.S., 5/-).
My Own Picture Prayer Book (S.C.M., 3/6) : a book to take to church.
 For Schools : *Prayers for Children*, by B. W. Holloway (U.L.P., 2/6).

Writing.

Writing and Writing Patterns, by Marion Richardson (U.L.P., Book I, 1/8). Booklets A and B (7d. each). Teacher's Book (3/6).

Some children may reach Book II, but plenty of careful practice in the early stages is more valuable than rapid uncertain progress. Children should be taught to trace as well as to copy ; this affords excellent practice in hand control and correct holding of the writing implement which must be comfortable to hold—not too small. In order to show the purpose of handwriting, take every opportunity of putting it to practical use : a child might, for instance, enter in his "best" writing book a sentence and illustration about something he has enjoyed doing each day. He should name every picture he draws, even though, in the early stages, this will only mean writing over very faint letters put there by teacher—this habit also helps towards reading and spelling.

Implements recommended : Thick soft, black pencil for tracing, crayons or thick coloured pencils for practice. "Learner's" pencils, black, blue and red (P.N.E.U., 6d. each).

Tales.

A Year Book of Fairy Tales, by Christine Chaundler (Mowbrays, 9/6).

Winnie the Pooh and *The House at Pooh Corner*, by A. A. Milne (Methuen, 8/6 each).

Umphy Elephant by A. Hope (Warne, 4/6).

Anatole (a mouse), by Eve Titus (Bodley Head, 7/6).

Bel The Giant, by Helen Clare (Bodley Head, 8/6).

The Great Can, by P. Clarke (Faber and Faber, 8/6).

Pindi Poo (a dachshund), by K. Nixon (Warne, 7/6).

The Littlest Reindeer, by J. de Witt (World's Work, 7/6).

Magic Island, by Clifford Webb (Faber, 8/6).

The Animals at Rose Cottage, by Doris Rust (Faber, 8/6).

Christmas at Blackberry Farm, *Mr. Nibble* and other *Blackberry Farm* books, by Jane Pilgrim (Brockhampton Press, 1/6 each).

Ebenezer, the Big Balloon, by D. Ross (Faber, 8/6).

The Little Red Engine Goes Travelling, by D. Ross (Faber, 8/6).

The Story of the Little Car, by Leila Berg (Epworth, 4/-).

The North Pole Before Lunch, by Clifford Webb (Warne, 8/6).

Loopy, an Aeroplane, by Hardie Gramatky (Dent, 7/6).

The Little Boy and His House, by S. Bone and M. Adshead (Dent, 12/6).

A Song for a Child and other stories of the Baby Jesus, by M. Connally (Mowbray, 3/6).

The New Pet (the new baby) by Marjorie Flack (Bodley Head, 8/6).

John and Betty : A Road Safety Reader (Royal Society for Prevention of Accidents, 1/6).

History.

Days before History, by E. G. Hume (Blackie, 4/9). A picture history book from the Early Cavemen to the Early Iron Age.
Stories of Great People, Stories of Great Deeds, by K. Conyngham Greene (O.U.P., 4/3 each).

Piers Plowman Junior Book II (Philip, 4/6), stories and pictures of World History.

Sir Walter Raleigh: An adventure from History, by L. du Garde Peach (Wills and Hepworth, 2/6).

History Picture Book 2B : *In the Middle Ages* (Macmillan, 3/-), or, *History Class Pictures* (21" x 17", complete set £10).

Geography.

The Foundations of Geography, Book I, *Round the Globe*, by B. G. Hardingham (Nelson, 6/-).

The Golden Geography : A Child's Introduction to the World, by E. J. Werner (Publicity Products, 15/-).

Seeing the World, Book I, by J. H. Stemberge (O.U.P., 5/3).

Graphic Relief Wall Map, The World : three-dimensional effect (Philip, 23/-).

For practical work : *Sand-tray*, make mountains, islands, valleys, etc.

Natural History.

Our Outdoor Friends, by Irene Byers, 12 stories in a folder, Sets I & II (Meiklejohn, 5/- each set).

Tales of the Wild Folk, by Cicely M. Rutley. A series of small booklets, each one telling, in story form, the life-history of a wild creature, e.g. *Grasshopper Green*, *Teeny the Harvest Mouse*, *Wee One the Wren* (Warne, 9d each).

British Wild Animals, by George Cansdale (Wills and Hepworth, 2/6).

In the Wilderness, by Derek McCulloch (Wills and Hepworth, 2/6).

Seven Trees, Seven Birds, Seven Animals, Seven Pond Creatures, by E. Johnson, illustrated by Anyon Cook, and with Eric Hosking's photographs (Blackwell, 2/-).

Observer's Picture Cards : *Wild Flowers*, *British Birds*, *British Wild Animals* (Warne, 2/6 each).

British Birds and their Nests, Books I & III, by B. Vesey-Fitzgerald (Wills and Hepworth, 2/6 each). Excellent illustrations.

Pond Life (Puffin Picture Book, 2/6).

Keep (a) Flower, Bird and Insect lists (large sheets of paper on the walls of the schoolroom).

(b) A Nature Note Book, with notes dictated by the children which can be read back to them, and children's brushwork drawings (only good ones) pasted in. Some children produce very good likenesses of quite difficult things before they can write and should be encouraged to try. The Nature Note Book may be sent in with either the first or second report.

Some children may enjoy looking through *Children's Picture Dictionary*, by Lavina Derwent (Collins, 15/-).

Number.

Nelson's Infant Number Books: Book I (for children who cannot count), Books II, III, IV and V (1/4 each). *Teacher's Book* (3/-). *Number*, by Mrs. I. Stephens (P.N.E.U., 6d.).

For games and things to do, where two or more children work together, *The Beacon Number Reader* (Ginn, 3/-).

Picture Study (optional).

If the children are able to enjoy looking at and talking about the pictures of the artist set for the rest of the school (P.N.E.U., 4/6) they may do so (an article about each artist and the pictures is published in the *Parents' Review*); if not, let them become familiar with one or two good reproductions of masterpieces each term, if possible by the same artist, so that unconsciously they begin to associate one painter with his ideas and style. In any case all subjects should be illustrated by plenty of good pictures, actual photographs where they are applicable, and clear, simple and thoughtful illustrations in other cases; it is, however, better to have no picture at all than one which disturbs the image created in the mind of the child by a good story-teller.

The Children's Art Book by Geoffrey Holme (Studio, 18/-) makes an excellent introduction to the appreciation of good pictures. Written for young children, with excellent illustrations, it offers ideas to those who are new to this study.

Painting.

For guidance: *The Teaching of Art*, by L. de C-Bucher (Blackie, 25/-). Contains material for a number of years, also set for Forms I—III.

The children's work should be large and bold and quickly executed in coloured crayons, or primary colours (in tins), used with large paint brushes. Little children are apt to mix up all the colours in a paint box. Use any large sheet of paper (not always white); it is quite possible to cover newspaper with a colour-wash for this purpose. If it can be arranged, allow the children to paint standing in front of a small easel or improvised support for a drawing board and to learn to walk away and look at their work from a little distance. Allow plenty of opportunity for purely imaginative work and for illustration; for instance, after hearing a story, a class of children can each paint a different incident; arrange these paintings in order and then ask them to talk about them.

Materials: (a) Magna ('tween size) Crayons (Philip and Tacey 1/3 a packet), (b) pastels, (c) coloured pencils, brushes, tins of primary colours (P.N.E.U., 1/8 each colour). "Temperablock" Colours in containers with palette lids (Reeves, 2/9 each). Painting books with large pictures and little detail should be chosen for occasional occupations.

Poetry, Songs and Music.**The Lord's Prayer.**

Hymns: *Prayers and Hymns for Little Children* (Oxford, 4/6 with music). *My Own Picture Hymn Book* (S.C.M., 3/6). Choose seasonable hymns which they will hear in church.

The Merry-Go-Round, a collection of Rhymes and Poems for Children, chosen by James Reeves (Heinemann, 15/-). *A Little Book of Old Rhymes*, illustrated by C. M. Barker (Blackie, 3/-).

Very Young Verses, by A. A. Milne (Methuen, 2/3).

Speaking and Moving Book I, by F. Wilkins (O.U.P., 3/-). *Traditional and other Songs, Singing Games, etc. : Songtime*, by Percy Dearmer (Curwen, 12/6).

The Second Book of Sixty Songs (O.U.P., 4/6).

The Clarendon Class Singing Course, by Herbert Wiseman and Sydney Northcote, Book I (O.U.P., 4/6).

Sing Mother Goose, by Opal Wheeler (Publicity Products, 10/6). *Percussion band: The Percussion Band from A to Z*, by C. Bavin (Evans, 5/9).

Some children may begin to learn an instrument.

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With these considerations in mind the following plan is suggested: it offers a suitable variety of organised occupations for each morning; particular attention should be given to the arrangement.

Monday.—Bible, Reading, Painting, Number, Handwork, Geography, Writing.

Tuesday.—Tales, Number, Handwork, Reading, Singing Games, Writing, Nature Study.

Wednesday.—Poetry, Reading, Nature Study, Number, Handwork, History, Writing.

Thursday.—Bible, Number, Handwork, Reading, Singing Games, Writing, Tales.

Friday.—Tales, Reading, Picture Study, Number, Handwork, Nature Study, Writing.

There should also be activities in the afternoon such as physical exercises, outdoor nature observation, gardening, outdoor geography, as well as more listening to stories. The arrangement of these must depend largely on weather and climate. Children should be allowed to help in the house and in the care of animals.

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A daily Log Book must be kept showing the length and content of each period of the morning, and be available for inspection by any officer of the local educational authority: for the same purpose, it is advisable to date the work in the pupil's exercise or loose-leaf books, so that they give evidence of progress made.

Box Holdall, in strong cardboard (12" x 8" x 2") for keeping each child's materials tidy (P.N.E.U., 1/4).

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The understanding of five-year-old children varies greatly; those who are already used to being read to will be able to cover the greater part of the syllabus during a year, others will only make a beginning and may need to be told the stories at first; in either case a foundation will have been laid for the more formal lessons required of a child of six. No narration, as such, should be required at this age, though there will be many who will enjoy "telling back," and there could be plenty of talking about stories heard and careful attention to important proper names, which could be pointed out and repeated aloud beforehand, so that the story may be as uninterrupted as possible. There should be no examinations or tests.

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SYLLABUS

Occupations and story books are grouped under subject headings and a suitable selection should be made to include something from each group.

Bible.

Choose stories from the Bible text.

The Life of Jesus of Nazareth, in the Gospel words with illustrations by W. Hole (Eyre and Spottiswoode, 30/-).

Or, Old Testament Stories: David the Shepherd Boy, Jacob and Esau, The Story of Joshua and others in the same series, by D. M. McFarlan (Nelson, 10d. each).

Stories Jesus Heard, Other Stories Jesus Heard, by B. Krall (Carwall Publications, 4/- each).

New Testament Stories:

Stories told by Jesus, Jesus in Galilee and others in the same series, by L. S. Elliott (Nelson, 10d. each).

The Loveliest Friend, by J. M. Macdougall Ferguson (Carwall, 4/6).

Little Animals of S. Francis, by Margaret Drew (Mowbrays, 4/-).

Pictures of Old and New Testament Stories.

A careful choice is necessary (see "Picture Study").

Gospel Picture Books I-VIII, by E. A. Wood (S.P.C.K., 1/- each).

Old and New Testament Pictures (Lutterworth Press, 2d. each).

See also catalogues from Messrs. Nelson, Parkside Works,

Edinburgh, and McDougall's Ed. Supply, 80-82, Gt. Junction Rd.,

Edinburgh.

Prayers.

My New Prayer Book, by Bee McMullen (Mowbrays, 1/6).
Good and Gay (S.P.C.K., 5/-). *All Our Friends*: a World Picture Book of Prayers, by P. L. Garlick (C.M.S., 5/-).
My Own Picture Prayer Book (S.C.M., 3/6) : a book to take to church.
 For Schools: *Prayers for Children*, by B. W. Holloway (U.L.P., 2/6).

Writing.

Writing and Writing Patterns, by Marion Richardson (U.L.P., Book I, 1/8). Booklets A and B (7d. each). Teacher's Book (3/6).

Some children may reach Book II, but plenty of careful practice in the early stages is more valuable than rapid uncertain progress. Children should be taught to trace as well as to copy; this affords excellent practice in hand control and correct holding of the writing implement which must be comfortable to hold—not too small. In order to show the purpose of handwriting, take every opportunity of putting it to practical use: a child might, for instance, enter in his "best" writing book a sentence and illustration about something he has enjoyed doing each day. He should name every picture he draws, even though, in the early stages, this will only mean writing over very faint letters put there by teacher—this habit also helps towards reading and spelling.

Implements recommended: Thick soft, black pencil for tracing, crayons or thick coloured pencils for practice. "Learner's" pencils, black, blue and red (P.N.E.U., 6d. each).

Tales.

A Year Book of Fairy Tales, by Christine Chaundler (Mowbrays, 10/6).

Winnie the Pooh and The House at Pooh Corner, by A. A. Milne (Methuen, 8/6 each).

Anatole (a mouse) by Eve Titus (Bodley Head, 7/6).
The Littlest Reindeer, by J. de Witt (World's Work, 7/6).

Magic Island, by Clifford Webb (Faber, 8/6).

Mrs. Nibble and other Blackberry Farm books, by Jane Pilgrim (Brockhampton Press, 1/6 each).

Jamie. The Story of a Puffer (a small boat) by John Denton (Benn, 5/-).

Little Old Mrs Pepperpot, by Alf Prøysen (Hutchinson, 9/6).

A Hat for Rhinoceros: amusing jungle tales by Anita Hewett (Bodley Head, 8/6).

Honey Mouse, by Anita Hewett (Bodley Head, 9/6) : stories about birds and animals who live in Australia.

Ten Candlelight Tales, by A. Uttley (Faber 6/6).

Sia lives on Kilimanjaro, by Astrid Lindgren. Photographs by Riwkin-Brick (Methuen, 8/6).

Peter Churchmouse, Gabriel Churchkitten, by Margot Austin (World's Work, 8/6 each).

Ebenezer, the Big Balloon, by D. Ross (Faber, 8/6).

The Story of the Little Car, by Leila Berg (Epworth, 4/-).

The North Pole Before Lunch, by Clifford Webb (Warne, 8/6).

Loopy, an Aeroplane, by Hardie Gramatky (Dent, 7/6).

The Little Boy and His House, by S. Bone and M. Adshead (Dent, 12/6).

The New Pet (the new baby) by Marjorie Flack (Bodley Head, 8/6).

John and Betty: A Road Safety Reader (Royal Society for Prevention of Accidents, 1/6).

13/6

History.

Days before History, by E. G. Hume (Blackie, 4/9). A picture history book from the Early Cavemen to the Early Iron Age.
Stories of Great People, Stories of Great Deeds, by K. Conyngham Greene (O.U.P., 4/3 each).

Piers Plowman Junior Book II (Philip, 4/6), stories and pictures of World History.

King Alfred the Great: An adventure from History, by L. du Garde Peach (Wills and Hepworth, 2/6).

History Picture Book 4B: We Become a Great Nation (Macmillan, 3/6).

Geography.

The Foundations of Geography, Book I, *Round the Globe*, by B. G. Hardingham (Nelson, 6/-).

Children Far and Near Series: Henri, Odak, Ali and others in the same series, by W. G. Moore (Hulton, 2/9 each).

My Home Series: In Switzerland, In Nigeria, In India and others in the same series by Isabel Crombie (Longmans, 1/- each).

Seeing the World, Book I, by J. H. Stemberger (O.U.P., 5/3).

Graphic Relief Wall Map, The World: three-dimensional effect (Philip, 24/6).

For practical work: *Sand-tray*, make mountains, islands, valleys, etc.

Natural History.

Our Outdoor Friends, by Irene Byers, 12 stories in a folder, Set II (Meiklejohn, 5/-).

Tales of the Wild Folk, by Cicely M. Rutley. A series of small booklets, each one telling, in story form, the life-history of a wild creature, e.g. *Grasshopper Green*, *Teeny the Harvest Mouse*, *Wee One the Wren* (Warne, 9d each).

British Wild Animals, by George Cansdale (Wills and Hepworth, 2/6).

In the Wilderness, by Derek McCulloch (Wills and Hepworth, 2/6).

Seven Trees, Seven Birds, Seven Animals, Seven Pond Creatures, by E. Johnson, illustrated by Anyon Cook, and with Eric Hosking's photographs (Blackwell, 2/-).

Observer's Picture Cards: Wild Flowers, British Birds, British Wild Animals (Warne, 2/6 each).

British Birds and their Nests, Books I & III, by B. Vesey Fitzgerald (Wills and Hepworth, 2/6 each). Excellent illustrations.

Pond Life (Puffin Picture Book, 2/6).

Keep (a) Flower, Bird and Insect lists (large sheets of paper on the walls of the schoolroom).

(b) A Nature Note Book, with notes dictated by the children which can be read back to them, and children's brushwork drawings (only good ones) pasted in. Some children produce very good likenesses of quite difficult things before they can write and should be encouraged to try. The Nature Note Book may be sent in with either the first or second report.

5
Spelling and Writing Books, Book I, by E. Miller (O.U.P., 3/-).

Number.

Nelson's Infant Number Books: Book I (1/6) (for children who cannot count), Books II-IV (1/6 each) V (1/9) *Teacher's Book* (3/6). *119* *319*
Number, by Mrs. I. Stephens (P.N.E.U., 6d.). *21*
Number Lotto (E.S.A. 5/3 a set).

Picture Study (optional).

If the children are able to enjoy looking at and talking about the pictures of the artist set for the rest of the school (P.N.E.U., 4/6) they may do so (an article about each artist and the pictures is published in the *Parents' Review*); if not, let them become familiar with one or two good reproductions of masterpieces each term, if possible by the same artist, so that unconsciously they begin to associate one painter with his ideas and style. In any case all subjects should be illustrated by plenty of good pictures, actual photographs where they are applicable, and clear, simple and thoughtful illustrations in other cases; it is, however, better to have no picture at all than one which disturbs the image created in the mind of the child by a good story-teller.

The Children's Art Book by Geoffrey Holme (Studio, 18/-) makes an excellent introduction to the appreciation of good pictures. Written for young children, with excellent illustrations, it offers ideas to those who are new to this study.

Painting.

For guidance: *The Teaching of Art*, by L. de C-Bucher (Blackie, 25/-). Contains material for a number of years, also set for Forms I-III.

The children's work should be large and bold and quickly executed in coloured crayons, or primary colours (in tins) used with large paint brushes. Little children are apt to mix up all the colours in a paint box. Use any large sheet of paper (not always white); it is quite possible to cover newspaper with a colour-wash for this purpose. If it can be arranged, allow the children to paint standing in front of a small easel or improvised support for a drawing board and to learn to walk away and look at their work from a little distance. Allow plenty of opportunity for purely imaginative work and for illustration; for instance, after hearing a story, a class of children can each paint a different incident: arrange these paintings in order and then ask them to talk about them.

Materials: (a) Magna ('tween size) Crayons (Philip and Tacey 1/3 a packet), (b) pastels, (c) coloured pencils, brushes, tins of primary colours (P.N.E.U., 1/8 each colour). "Temperablock" Colours in containers with palette lids (Reeves, 2/9 each). Painting books with large pictures and little detail should be chosen for occasional occupations.

Poetry, Songs and Music.**The Lord's Prayer.**

Hymns: *Prayers and Hymns for Little Children* (Oxford, 4/6 with music). *My Own Picture Hymn Book* (S.C.M., 3/6). Choose seasonable hymns which they will hear in church.

The Merry-Go-Round, a collection of Rhymes and Poems for Children, chosen by James Reeves (Heinemann, 15/-).

A Little Book of Old Rhymes, illustrated by C. M. Barker (Blackie, 3/6).

Acting Rhymes, Book 1, by Clive Sansom (Blackie, 1/9).

Speaking and Moving, Book I, by F. Wilkins (O.U.P., 3/-).

Traditional and other Songs, Singing Games, etc.: *Songtime*, by Percy Dearmer (Curwen, 12/6).

The Oxford School Music Infant Book (O.U.P., 21/-). An excellent book for the school library, most comprehensive.

The Clarendon Class Singing Course, by Herbert Wiseman and Sydney Northcote, Book I (O.U.P., 4/6).

Little Robin and Other Small Songs (Curwen, 3/-).

Infant Music by Desmond Macmahon (Nelson, 4/6).

N.B. To help the teacher, two double-sided-ten-inch records in a case are issued by W. Paxton and Co., Ltd., 36-38 Dean St., London, W.1.

Sing Mother Goose, by Opal Wheeler (Publicity Products, 10/6).

Percussion band: *The Percussion Band from A to Z*, by C. Bavin (Evans, 5/9).

Some children may begin to learn an instrument.

Piano: *John Thompson's Modern Course for the Piano: Teaching Little Fingers to Play* (Chappell, 3/6), *The First Grade Book* (4/6).

For people who have no piano:—

(a) Some suggestions from H.M.V. Records, obtainable from E.M.I. Records Ltd., 3-11 Gt. Castle St., London, W.1.

More Traditional Nursery Rhymes, H.M.V. B.10069, B.10070. *Music for Movement played by Jacques Orchestra*, B.10125 and 10126 with a pamphlet describing records in detail suggesting ways in which children might move to them. *Folk Songs for Children*, H.M.V. B.10368/69.

(b) "The Music Box," B.B.C. Broadcast to Schools, is excellent and very popular with children.

Reading.

See *Home Education*, pp. 213-220. Children vary greatly in the age at which they are ready for reading, and in their rate of progress. Enjoyment and good foundations are more important at this age than rapid advance.

Printed Capital Letters. Printed Small Letters. (1/8 each box).

The Beacon Readers (Ginn): *The Old Lob Approach: Picture Book* (2/-); *Old Lob Reading Cards* (8/2 complete, optional). *At Old Lob's* (2/3), corresponding *Work Book* (8d.) *The Move* (2/9), corresponding *Work Book* (8d.) *Supplementary Readers to The Move: A Visit to Updown, What Happened at Updown*, by C. C. Falconer (3/- each). *Teacher's Handbook for Old Lob Approach* (5/-). For classes only: *Individual Cards Stage C* (6/7 the set). *Big Book of Old Lob Pictures* (5/-).

Or, The Primrose Path to Reading, by W. Primrose (Smith, 3/9).

Recommended for extra reading:

Ring-o'-Roses Series, Nos. 1-48 (Cassell, 9d. each). Each book contains a complete story, e.g., *Six Wee Crabs*, *The Band*, *The Duck Girl*. *Blackie's Easy to Read Books* (1/6 each); *Mr. Penny's Farm*, by S. Sinclair, *All About Brenda Bear*, by M. Coombes.

Some children may enjoy looking through *Children's Picture Dictionary*, by Lavinia Derwent (Collins, 10/6).

Physical Education.

This should be largely free play and out of doors whenever possible. Home schoolroom pupils often enjoy the B.B.C. programme "Music and Movement." Also recommended are *Physical Education for Infants*, by I. Munden (U.L.P., 8/6), *The Playway to Rhythms* (Paxton, 3/-), and *Movement and Song for the Five to Sevens*, ed. by J. Murray MacBain (Evans, 4/6), *Listening and Moving*, by Winifred M. Carnie (Nelson, 3/6), and *Party Games for Young Children*, by Jayne Grey (Ward Lock, 7/6).

Handwork.

For a general idea Infant Handwork 4 T. Arneil (Nelson 3/6)

Handwork should be simple and of three kinds: (a) quickly executed—a model finished in one or two lessons, (b) learning a skill, for example, sewing or knitting, (c) collective or (where there is a class) community work, for example, a model village, and friezes, see *Equip that Infant Room*, by I. Arneil (Nelson, 3/6). Use inexpensive materials and throw away unworthy work.

Cutting out and pasting: make a Scrap Book of sugar paper or brown paper. Cut out pictures from catalogues, magazines etc.; where the supply of these is short, sets of scraps may be obtained from the P.N.E.U. Office (E.S.A., 3/11 a set).

Modelling: Plasticine or some other good medium. Individual and group work.

Paper Tearing: torn tissue paper or newspaper silhouettes of boats, planes, animals.

A.L. Coloured Sewing Cards (E. J. Arnold, 1/7½).

Rather harder: Painting and Embroidery Quality Cards, "Inmates of the Zoo" and others in the same series (A. Davies, 1/6).

Raffia Winding: Round cardboard plate mats 6 in. diam. (2/6 per dozen, E. J. Arnold).

Things to do: *Keyway Giant Square Sticks*, assorted colours (4/4 a box, Philip and Tacey). Making patterns and matchstick people out of these provides fun.

Patternmaking: hardwood mosaics (Set A 3/5½, E.S.A.)

Sand-tray and shallow bowl or bath of water indoors, or sand-pit and small pool out-of-doors: this produces ingenuity in castle building, journeys and means of transport.

BOOK SUPPLIES

All books, P.U.S. badge, colours, stationery, handicraft materials, school equipment, etc., can be bought from the Book Trade Manager, P.N.E.U., Murray House, Vandon Street, London, S.W.1 (Office hours: 10-0 a.m. to 1-0 p.m., and 2-0 p.m. to 4-0 p.m., Monday to Friday inclusive). Cheques should be made payable to P.N.E.U. The P.U.S. badge and colours are copyright. Supplies of books and materials cannot be guaranteed, and prices are subject to change without notice; therefore it is most important that orders should be sent to the P.N.E.U. Office as early as possible. Books may be borrowed from Town and County Public Libraries.

GENERAL NOTES

1. The programmes are for use with pupils of the School only and must not be lent.
2. When children become six they begin work on the Form IB programme. For details of this, please write to The Director, Parents' Union School, Ambleside, Westmorland.
3. All letters about the working of the Parents' Union School and the use of the programmes should be sent to The Director, at Ambleside.

July, 1959.

The Parents' Union School

For Members of the P.N.E.U. only

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET)

PREPARATORY CLASS

(Age 5)

Principles.

For Charlotte Mason's principles and methods particularly helpful for children of this age see: *Home Education* (P.N.E.U., 9/6); this book deals with the child's estate, brain activity, out-of-door life, habits (physical, moral and mental), the will, the conscience and the idea of God; *Parents and Children* (out of print, may be borrowed from P.N.E.U. Office), which deals with the family, truth and the eternal child (these books are carefully indexed for reference purposes); *Masterly Inactivity*, see chapter III *Home and School Education* (P.N.E.U., 7/6), most important for children of all ages, and *Concerning Children as Persons* (P.N.E.U., 1/6.)

Other Books for Parents and Teachers.

Children at Home and in the Parents' Union School, by E. Kitching (P.N.E.U., 1/6).

Children from Five to Six, by R. M. Harrison (P.N.E.U., 6d.)

The Intelligent Parents' Manual. A practical guide to the problems of childhood and adolescence, by F. Powdernaker, M.D. and Louise Ireland Grimes (Penguin, 3/6). A doctor with much experience, and the mother of a large family, offer their combined and wise advice on matters concerning the physical, mental and emotional development of children. Help will be found for most of the problems, usual and unusual, that occur. There is a sensible chapter on sex knowledge. Some useful appendices.

Preparing the Family for the New Arrival, by Anne Proctor (Health Education, 2d.)

Answers to a Child, by D. Whitcombe (Mowbrays, 3/-).

Worship and the Modern Child, by J. H. Williams (S.P.C.K., 12/6).

Indoor Games and Amusements for Children, by M. D. McMullin (Hutchinson, 10/6). Excellent ideas for children who have to be in bed or indoors.

The Nervous Child, by H. C. Cameron, M.D., F.R.C.P. (Oxford Press, 12/6). A very valuable book dealing with nursery management and the common disorders of conduct, both of childhood and of later life.

15p2 cmc112
Stammering, by Kate Emil-Behnke (Williams and Norgate, 6/-).

Some Minor Ailments of Childhood: Hints to Mothers, by Dr. Beryl Twyman (Livingstone, 9d.)

Child Health in Warm Climates, by Dr. W. K. Blackie (Longmans, 7/6).

Hints to Mothers Travelling with Children by Land, Sea and Air, by the Hon. Mrs. Bernard James (P.N.E.U., 1/-).

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Stories Jesus Heard, *Other Stories Jesus Heard*, by B. Krall (Carwal Publications, 5/- each).

New Testament Stories: *The Baby Jesus*, *Jesus as a Boy*, *Jesus and the Children* and others in the same series, by L. S. Elliott (Nelson, 10d. each).

The Loveliest Friend, by J. M. Macdougall Ferguson (Carwal, 5/-).

Jesus, Friend of Birds and Beasts, by J. M. Macdougall Ferguson (R.E.P., 3/6).

Pictures of Old and New Testament Stories.

A careful choice is necessary (see "Picture Study"). *Gospel Picture Books I-VIII*, by E. A. Wood (S.P.C.K., 1/3 each).

Old and New Testament Pictures (Lutterworth Press, 2d. each).

See also catalogues from Messrs. Nelson, Parkside Works, Edinburgh, and McDougall's Ed. Supply, 80-82, Gt. Junction Rd., Edinburgh.

Prayers.

Walking with Christ: family prayers, by the Rt. Rev. C. M. Chavasse, D.D. (S.P.C.K., 1/-).
 5/6 Good and Gay (S.P.C.K., 5/-). All Our Friends: a World Picture Book of Prayers, by P. L. Garlick (C.M.S., 5/-).
 My Own Picture Prayer Book (S.C.M., 3/-) : a book to take to church.

For Schools: Prayers for Children, by B. W. Holloway (U.L.P., 2/6).

Writing.

Writing and Writing Patterns, by Marion Richardson (U.L.P., Book I, 1/-). Booklets A and B (7d. each). Teacher's Book (3/-).

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Implements recommended: Thick soft, black pencil for tracing, crayons or thick coloured pencils for practice. "Learner's" pencils, black, blue and red (P.N.E.U., 6d. each).

Tales.

A Year Book of Fairy Tales, by Christine Chaundler (Mowbrays, 10/-).

Winnie the Pooh and The House at Pooh Corner, by A. A. Milne (Methuen, 9/6 each).

Koala Bear Twins, by Inez Hogan (Dent, 6/-).

Magic Island, by Clifford Webb (Faber, 8/6).

Mrs. Nibble and other Blackberry Farm books, by Jane Pilgrim (Brockhampton Press, 1/6 each).

Jamie and Jock's Present, by John Denton (Benn, 5/-).

Snug and Serena Count Twelve, by A. Uttley (Heinemann, 10/-). Honey Mouse, by Anita Hewett (Bodley Head, 9/6) : stories about birds and animals which live in Australia.

Two by Two, by Christina Baird (Harrap, 6/6).

Sia lives on Kilimanjaro, by Astrid Lindgren. Photographs by Riwkin-Brick (Methuen, 8/6).

Petunia Takes a Trip, by R. Duvoisin (Bodley Head, 8/6).

Ebenezer, the Big Balloon, by D. Ross (Faber, 8/6).

The Story of the Little Car, by Leila Berg (Epworth, 4/-).

The North Pole Before Lunch, by Clifford Webb (Warne, 8/6).

Sparky (a trolley car), by Hardie Gramatky (World's Work, 12/6).

The Little Boy and His House, by S. Bone and M. Adshead (Dent, 13/6).

Lizzie in India, by M. Entwistle (E.H.P., 1/6).

The New Pet (the new baby) by Marjorie Flack (Bodley Head, 8/6). Mr. Fairweather and His Family (introducing the subject of adoption) by Margaret Kornitzer (Bodley Head, 9/6).

Out of School: A Road Safety Reader (Royal Society for Prevention of Accidents, 1/6).

History.

Days before History, by E. G. Hume (Blackie, 4/9). A picture history book from the Early Cavemen to the Early Iron Age.

Stories of Great People, Stories of Great Deeds, by K. Conyngham Greene (O.U.P., 4/3 each).

Piers Plowman Junior Book II (Philip, 4/6), stories and pictures of World History.

Sir Walter Raleigh: An adventure from History, by L. du Garde Peach (Wills and Hepworth, 2/6).

History Picture Book 3B: Years of Learning and Adventure (Macmillan, 3/6).

Geography.

The Golden Geography: A Child's Introduction to the World, by E. J. Werner (Publicity Products, 15/-).

Seeing the World, Book I, by J. H. Stemberger (O.U.P., 5/3).

Children Far and Near Series: Henri, Odak, Ali and others in the same series, by W. G. Moore (Hulton, 2/9 each).

Around our World, Book I: The World's Children, by Maria Bayne (Chambers, 5/6).

Graphic Relief Wall Map, The World: three-dimensional effect (Philip, 24/-). 25/6

For practical work: Sand-tray, make mountains, islands, valleys, etc.

Natural History.

Out and About Tales, by Irene Byers, Bks I and II (12 stories) (Grant, 5/- each) (or each story separately 6d. each).

Tales of the Wild Folk, by Cicely M. Rutley. A series of small booklets, each one telling, in story form, the life-history of a wild creature, e.g. Grasshopper Green, Teeny the Harvest Mouse, Wee One the Wren (Warne, 9d. each).

British Wild Animals, by George Cansdale (Wills and Hepworth, 2/6).

In the Wilderness, by Derek McCulloch (Wills and Hepworth, 2/6).

More Animals from Everywhere, by Clifford Webb (Warne, 11/6).

Observer's Picture Cards: Wild Flowers, British Birds, British Wild Animals (Warne, 2/6 each).

British Birds and their Nests, Books I & III, by B. Vesey-Fitzgerald (Wills and Hepworth, 2/6 each). Excellent illustrations.

Pond Life (Puffin Picture Book, 2/6).

Keep (a) Flower, Bird and Insect lists (large sheets of paper on the walls of the schoolroom).

(b) A Nature Note Book, with notes dictated by the children which can be read back to them, and children's brushwork drawings (only good ones) pasted in. Some children produce very good likenesses of quite difficult things before they can write and should be encouraged to try. The Nature Note Book may be sent in with either the first or second report.

Number.

Nelson's Infant Number Books: Book I (1/9) (for children who cannot count), Books II-IV (1/9 each) V (2/-) Teacher's Book (3/9). *Number*, by Mrs. I. Stephens (P.N.E.U., 6d.). *Number Lotto* (E.S.A. 5/3 a set).

Picture Study (optional).

If the children are able to enjoy looking at and talking about the pictures of the artist set for the rest of the school (P.N.E.U., 4/6) they may do so (an article about each artist and the pictures is published in the *Parents' Review*); if not, let them become familiar with one or two good reproductions of masterpieces each term, if possible by the same artist, so that unconsciously they begin to associate one painter with his ideas and style. In any case all subjects should be illustrated by plenty of good pictures, actual photographs where they are applicable, and clear, simple and thoughtful illustrations in other cases; it is, however, better to have no picture at all than one which disturbs the image created in the mind of the child by a good story-teller.

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For guidance: *The Teaching of Art*, by L. de C-Bucher (Blackie, 25/-). Contains material for a number of years, also set for Forms I-III.

The children's work should be large and bold and quickly executed in coloured crayons, or primary colours (in tins) used with large paint brushes. Little children are apt to mix up all the colours in a paint box. Use any large sheet of paper (not always white); it is quite possible to cover newspaper with a colour-wash for this purpose. If it can be arranged, allow the children to paint standing in front of a small easel or improvised support for a drawing board and to learn to walk away and look at their work from a little distance. Allow plenty of opportunity for purely imaginative work and for illustration; for instance, after hearing a story, a class of children can each paint a different incident: arrange these paintings in order and then ask them to talk about them.

Materials: (a) Magna ('tween size) Crayons (Philip and Tacey 1/3 a packet), (b) pastels, (c) coloured pencils, brushes, tins of primary colours (P.N.E.U., 1/8 each colour) 'Temperablock' Colours 2/4 each! containers 4d. each (Reeves). Painting books with large pictures and little detail should be chosen for occasional occupations.

Poetry, Songs and Music.**The Lord's Prayer.**

Hymns: *Prayers and Hymns for Little Children* (Oxford, 4/6 with music). *My Own Picture Hymn Book* (S.C.M., 3/6). Choose seasonable hymns which they will hear in church.

The Merry-Go-Round, a collection of Rhymes and Poems for Children, chosen by James Reeves (Heinemann, 15/-). *A Little Book of Old Rhymes*, illustrated by C. M. Barker (Blackie, 3/6).

Acting Rhymes, Book 1, by Clive Sansom (Blackie, 1/9). *Second Book of Verse* (Ginn, 3/3).

Traditional and other Songs, Singing Games, etc.: *Songtime*, by Percy Dearmer (Curwen, 12/6).

The Oxford School Music Infant Book (O.U.P., 21/-). An excellent book for the school library, most comprehensive.

The Clarendon Class Singing Course, by Herbert Wiseman and Sydney Northcote, Book I (O.U.P., 4/6).

Punch and Judy and other Nursery Rhymes by M. B. Anderson (O.U.P., 3/-).

Infant Music, by Desmond Macmahon (Nelson, 4/6).

N.B. To help the teacher, two double-sided-ten-inch records in a case are issued by W. Paxton and Co., Ltd., 36-38 Dean St., London, W.1.

Sing Mother Goose, by Opal Wheeler (Publicity Products, 10/6).

Percussion band: *The Percussion Band from A to Z*, by C. Bavin (Evans, 5/9).

Some children may begin to learn an instrument.

Piano: *John Thompson's Modern Course for the Piano: Teaching Little Fingers to Play* (Chappell, 3/6), *The First Grade Book* (4/6).

For people who have no piano:—

(a) Some suggestions from H.M.V. Records, obtainable from E.M.I. Records Ltd., 8-11 Gt. Castle St., London, W.1. *Manchester Soprano*

More Traditional Nursery Rhymes, H.M.V. B.10069, B.10070.

Music for Movement played by Jacques Orchestra, B.10125 and 10126 with a pamphlet describing records in detail suggesting ways in which children might move to them. *Folk Songs for Children*, H.M.V. B.10368/69.

(b) "The Music Box," B.B.C. Broadcast to Schools, is excellent and very popular with children.

Reading.

See *Home Education*, pp. 213-220. Children vary greatly in the age at which they are ready for reading, and in their rate of progress. Enjoyment and good foundations are more important at this age than rapid advance.

Printed Capital Letters. Printed Small Letters. (1/8 each box).

The Beacon Readers (Ginn): *The Old Lob Approach: Picture Book* (2/-); *Old Lob Reading Cards* (7/10 complete, optional). *At Old Lob's* (2/3), corresponding *Work Book* (8d.). *The Move* (3/-), corresponding *Work Book* (8d.). Supplementary Readers to *The Move: A Visit to Updown, What Happened at Updown*, by C. C. Falconer (3/- each). *Teacher's Handbook for Old Lob Approach* (5/-). For classes only: *Individual Cards Stage C* (6/11 the set). *Big Book of Old Lob Pictures* (5/-).

Or, The Primrose Path to Reading, by W. Primrose (Smith, 3/9).

Recommended for extra reading:

Ring-o'-Roses Series, Nos. 1-48 (Cassell, 9d. each). Each book contains a complete story, e.g. *Six Wee Crabs*, *The Band*, *The Duck Girl*. *Blackie's Easy to Read Books* (1/6 each): *Mr. Penny's Farm*, by S. Sinclair, *All About Brenda Bear*, by M. Coombes.

Some children may enjoy looking through *Children's Picture Dictionary*, by Lavinia Derwent (Collins, 10/6).

Physical Education.

This should be largely free play and out of doors whenever possible. Home schoolroom pupils often enjoy the B.B.C. programme "Music and Movement." Also recommended are *Physical Education for Infants*, by I. Munden (U.L.P., 8/6), *The Playway to Rhythms* (Paxton, 3/-), *Movement and Song for the Five to Sevens*, ed. by J. Murray MacBain (Evans, 4/6), and *Party Games for Young Children*, by Jayne Grey (Ward Lock, 7/6).

Handwork.

Handwork should be simple and of three kinds: (a) quickly executed—a model finished in one or two lessons, (b) learning a skill, for example, sewing or knitting, (c) collective or (where there is a class) community work, for example, a model village, and friezes, see *Equip that Infant Room*, by I. Arneil (Nelson, 4/-). Use inexpensive materials and throw away unworthy work.

For general ideas: *Infant Handwork*, by I. Arneil (Nelson, 4/-) and *The Children's Book of Make and Do*, by G. Lindner (Phoenix, 18/-).

Cutting out and pasting: make a Scrap Book of sugar paper or brown paper. Cut out pictures from catalogues, magazines etc.; where the supply of these is short, sets of scraps may be obtained from the P.N.E.U. Office (E.S.A., 3/11 a set).

The Little Scissors Man, by Constance and Alec Buckels (Macmillan, 3/9).

Modelling: Plasticine or some other good medium. Individual and group work.

Paper Tearing: torn tissue paper or newspaper silhouettes of boats, planes, animals.

A.L. Coloured Sewing Cards (E. J. Arnold, 1/7½).

Rather harder: Painting and Embroidery Quality Cards, "Inmates of the Zoo" and others in the same series (A. Davies, 1/6).

Raffia Winding: Round cardboard plate mats 6 in. diam. (2/6 per dozen, E. J. Arnold).

Things to do: *Keyway Giant Square Sticks*, assorted colours (4/4 a box, Philip and Tacey). Making patterns and matchstick people out of these provides fun.

Patternmaking: hardwood mosaics (Set A 3/5½, E.S.A.)

Sand-tray and shallow bowl or bath of water indoors, or sand-pit and small pool out-of-doors: this produces ingenuity in castle building, journeys and means of transport.

BOOK SUPPLIES

All books, P.U.S. badge, colours, stationery, handicraft materials, school equipment, etc., can be bought from the Book Trade Manager, P.N.E.U., Murray House, Vandon Street, London, S.W.1 (Office hours: 10-0 a.m. to 1-0 p.m., and 2-0 p.m. to 4-0 p.m., Monday to Friday inclusive). Cheques should be made payable to P.N.E.U. The P.U.S. badge and colours are copyright. Supplies of books and materials cannot be guaranteed, and prices are subject to change without notice; therefore it is most important that orders should be sent to the P.N.E.U. Office as early as possible. Books may be borrowed from Town and County Public Libraries.

GENERAL NOTES

1. The programmes are for use with pupils of the School only and must not be lent.

2. When children become six they begin work on the Form IB programme. For details of this, please write to The Director, Parents' Union School, Ambleside, Westmorland.

3. All letters about the working of the Parents' Union School and the use of the programmes should be sent to The Director, at Ambleside.

July, 1960.

Preparatory Programme 11.

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The Parents' Union School

For Members of the P.N.E.U. only

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL, AMBLESIDE)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET)

PREPARATORY CLASS

(Age 5)

Principles.

For Charlotte Mason's principles and methods particularly helpful for children of this age see: *Home Education* (P.N.E.U., 9/6); this book deals with the child's estate, brain activity, out-of-door life, habits (physical, moral and mental), the will, the conscience and the idea of God; *Parents and Children* (out of print, may be borrowed from P.N.E.U. Office), which deals with the family, truth and the eternal child (these books are carefully indexed for reference purposes); *Masterly Inactivity*, see chapter III *Home and School Education* (P.N.E.U., 7/6), most important for children of all ages, and *Concerning Children as Persons* (P.N.E.U., 1/6).

Other Books for Parents and Teachers.

Children at Home and in the Parents' Union School, by E. Kitching (P.N.E.U., 1/6).

Children from Five to Six, by R. M. Harrison (P.N.E.U., 6d).

The Intelligent Parents' Manual. A practical guide to the problems of childhood and adolescence, by F. Powdermaker, M.D. and Louise Ireland Grimes (Penguin, 3/6). A doctor with much experience, and the mother of a large family, offer their combined and wise advice on matters concerning the physical, mental and emotional development of children. Help will be found for most of the problems, usual and unusual, that occur. There is a sensible chapter on sex knowledge. Some useful appendices.

Preparing the Family for the New Arrival, by Anne Proctor (Health Education, 2d.)

Answers to a Child, by D. Whitcombe (Mowbrays, 3/-).

Worship and the Modern Child, by J. H. Williams (S.P.C.K., 12/6).

Growing up in Christ, (Family Life and Family Religion) by F. Wilkinson (S.C.M., 8/6)

Indoor Games and Amusements for Children, by M. D. McMullin (Hutchinson, 10/6). Excellent ideas for children who have to be in bed or indoors.

Group those Infants, by Grace Fleming (Nelson, 2/6). (For Teachers in Schools).

The Nervous Child, by H. C. Cameron, M.D., F.R.C.P. (Oxford Press, 12/6). A very valuable book dealing with nursery management and the common disorders of conduct, both of childhood and of later life.

Stammering, by Kate Emil-Behnke (Williams and Norgate, 6/-).
Some Minor Ailments of Childhood: Hints to Mothers, by Dr. Beryl Twyman (Livingstone, 9d.)
Child Health in Warm Climates, by Dr. W. K. Blackie (Longmans, 7/6).
Hints to Mothers Travelling with Children by Land, Sea and Air, by the Hon. Mrs. Bernard James (P.N.E.U., 1/-).

METHOD

Time Table.

Children of five still need plenty of quiet growing-time and as much out-of-door life as possible. Daily lessons should be regular but informal and the time-table regarded only as a flexible guide to a well-assorted arrangement of free play occupations, activities and quiet story times.

The periods on the time table must be spaced to allow time to move around, put things away and get them out, change position and so forth between periods, so that there shall be no pressure of hustle and no lack of opportunity for movement: concentrated attention should never be required of this class for more than **ten minutes** on reading, writing or number, or for more than **fifteen minutes** on stories, and a break for free play **must** be included.

With these considerations in mind the following plan is suggested: it offers a suitable variety of organised occupations for each morning; particular attention should be given to the arrangement.

Monday.—Bible, Reading, Painting, Number, Handwork, Geography, Writing.

Tuesday.—Tales, Number, Handwork, Reading, Singing Games, Writing, Nature Study.

Wednesday.—Poetry, Reading, Nature Study, Number, Handwork, History, Writing.

Thursday.—Bible, Number, Handwork, Reading, Singing Games, Writing, Tales.

Friday.—Tales, Reading, Picture Study, Number, Handwork, Nature Study, Writing.

There should also be activities in the afternoon such as physical exercises, outdoor nature observation, gardening, outdoor geography, as well as more listening to stories. The arrangement of these must depend largely on weather and climate. Children should be allowed to help in the house and in the care of animals.

Log Book.

A daily Log Book must be kept showing the length and content of each period, and be available for inspection by any officer of the local educational authority: for the same purpose, it is advisable to date the work in the pupil's exercise or loose-leaf books, so that they give evidence of progress made.

Box Holdall, in strong cardboard (12" x 8" x 2") for keeping each child's materials tidy (P.N.E.U., 1/4).

Lessons.

The understanding of five-year-old children varies greatly; those who are already used to being read to will be able to cover the greater part of the syllabus during a year, others will only make a beginning and may need to be told the stories at first; in either case a foundation will have been laid for the more formal lessons required of a child of six. *No narration, as such, should be required at this age*, though there will be many who will enjoy "telling back," and there could be plenty of talking about stories heard, and careful attention to important proper names, which could be pointed out and repeated aloud beforehand, so that the story may be as uninterrupted as possible. *There should be no examinations or tests.*

At this age children usually have a fine dramatic sense and acting stories or setting tableaux to illustrate them is both enjoyable and valuable. Some have also considerable ability to learn by heart and this can be put to good use, but *must not* be wasted in learning verse of a poor or transient quality; however, learning by heart should not be considered compulsory at this age.

Report.

A Report Form is sent with this programme to be filled in and returned to the Director after not less than ten weeks' use of the programme. The Log Book entry should be a record of the ground covered and progress made for all activities or lessons for one particular yet normal day. It will be returned with comments added. If the programme is used for a whole year, a second report will be required. Both reports may be submitted at any time during the year, provided that each one represents not less than ten weeks' work. If the school year is divided into three terms it is advisable to send in reports at the end of any two of these terms.

The Form 1B Programmes (for six-year-olds) are sent out automatically unless we hear to the contrary and therefore a term's notice is requested if a pupil is not going into 1B.

SYLLABUS

Occupations and story books are grouped under subject headings and a suitable selection should be made to include something from each group.

Bible.

The Life of Jesus of Nazareth, in the Gospel words with illustrations by W. Hole (Eyre and Spottiswoode, 30/-).

Old Testament Stories: *Joshua, Jacob and Esau, Elisha*, and others in the same series, by D. M. McFarlan (Nelson, 10d. each), 1/-
Stories Jesus Heard, Other Stories Jesus Heard, by B. Krall (Carval Publications, 5/- each).

New Testament Stories:

The Baby Jesus, Stories Jesus told, Jesus and His Friends, and others in the same series, by L. S. Elliott (Nelson, 10d. each), 1/-

The Loveliest Friend, by J. M. Macdougall Ferguson (Carval, 5/-).
Jesus, Friend of Birds and Beasts, by J. M. Macdougall Ferguson (R.E.P., 3/6).

Pictures of Old and New Testament Stories.

A careful choice is necessary (see "Picture Study").
Gospel Picture Books I-VIII, by E. A. Wood (S.P.C.K., 1/3 each).
Old and New Testament Pictures (Lutterworth Press, 2d. each).
 See also catalogues from Messrs. Nelson, Parkside Works, Edinburgh, and McDougall's Ed. Supply, 80-82, Gt. Junction Rd., Edinburgh.

Prayers.

Good and Gay (S.P.C.K., 5/6). *All Our Friends: a World Picture Book of Prayers*, by P. L. Garlick (C.M.S., 5/-). *My Own Picture Prayer Book* (S.C.M., 3/6): a book to take to church. *For Schools: Prayers for Children*, by B. W. Holloway (U.L.P., 2/6).

Writing.

Writing and Writing Patterns, by Marion Richardson (U.L.P., Book I, 1/-). Booklets A and B (7d. each). Teacher's Book (3/-). ~~4/-~~

Some children may reach Book II, but plenty of careful practice in the early stages is more valuable than rapid uncertain progress. Children should be taught to trace as well as to copy; this affords excellent practice in hand control and correct holding of the writing implement which must be comfortable to hold—not too small. In order to show the purpose of handwriting, take every opportunity of putting it to practical use: a child might, for instance, enter in his "best" writing book a sentence and illustration about something he has enjoyed doing each day. He should name every picture he draws, even though, in the early stages, this will only mean writing over very faint letters put there by teacher—this habit also helps towards reading and spelling.

Implements recommended: Thick, soft, black pencil for tracing, crayons or thick coloured pencils for practice, "Learner's" pencils, black, blue and red (P.N.E.U., 6d. each).

Tales.

A Year Book of Fairy Tales, by Christine Chaundler (Mowbrays, 10/6). *Winnie the Pooh and The House at Pooh Corner*, by A.A. Milne (Methuen, 9/6 each). *The Tall Book of Christmas* (Edmund Ward, 10/6). *The Three Happy Lions*, by Louise Fatio (Bodley Head, 8/6). *Magic Island*, by Clifford Webb (Faber, 8/6). *Scaredy Cat*, by Phyllis Krasilovsky (The World's Work, 9/6). *Jamie, the Story of a Puffer*, by John Denton (Benn, 5/-). *Snug and Serena Count Twelve*, by A. Uttley (Heinemann, 10/6). *Honey Mouse*, by Anita Hewett (Bodley Head, 9/6): stories about birds and animals which live in Australia. *Two by Two*, by Christina Baird (Harrap, 6/6).

R/painting *Six Lives on Kilimanjaro*, by Astrid Lindgren. Photographs by Riwkin-Brick (Methuen, 8/6).

Petunia's Christmas, by R. Duvoisin (Bodley Head, 8/6). *The Little Balloon*, by Dorothy Craigie (Max Parrish, 7/6). *The Runaway Rickshaw*, by Elizabeth Maitland (Frederick Warne, 3/6). *The North Pole Before Lunch*, by Clifford Webb (Warne, 8/6). *The Little Red Engine Goes Travelling*, by Diana Rose (Faber, 8/6). *The Little Boy and His House*, by S. Bone and M. Adshead (Dent, 13/6). *Lizzie in Africa*, by M. Entwistle (E.H.P., 1/-). *The New Pet* (the new baby) by Marjorie Flack (Bodley Head, 8/6). *Mr. Fairweather and His Family* (introducing the subject of adoption) by Margaret Kornitzer (Bodley Head, 9/6).

Out of School: A Road Safety Reader, 1/6 (Royal Society for Prevention of Accidents, Terminal House, 52 Grosvenor Gardens, London, S.W. 1).

See also *Castles and Towns* (Messrs. Nelson, Picturesque Works, Edinburgh). *Second Book of Tales* (Ginn, 9/6). *Second Series Readers*, Book I, *PA Chinese Stories* (Bischoff, 1/-). *Chinese Readers*, Book II, *PA Chinese Stories* (Bischoff, 1/-). *Second Book of Tales* (Ginn, 9/6). *Second Series Readers* (Heinemann, 18/-).

History.

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Stories of Great People, Stories of Great Deeds, by K. Conyngham Greene (O.U.P., 4/3 each).

Piers Plowman Junior Book H (Philip, 4/6), ~~stories and pictures of World History~~ *out of print*.

History Picture Book 1B: Times of Knights in Armour (Macmillan, 3/6).

Large Class Pictures (Sets A & B £5 15s. each, Set C £6 6s.)

Geography.

Purana, by Frances Maziére, *Rikki*, by Darbois (Chatto and Windus 10/6 each).

Seeing the World, Book I, by J. H. Stembridge (O.U.P., 5/3).

Children Far and Near Series: *Toto, Roberto San, Ali and others* in the same series, by W. G. Moore (Hulton, 2/9 each).

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Number Lotto (E.S.A. 5/3 a set).

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The Lord's Prayer.

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The Merry-Go-Round, a collection of Rhymes and Poems for Children, chosen by James Reeves (Heinemann, 18/-).

Acting Rhymes, Book 1, by Clive Sansom (Blackie, 1/9). *Second Book of Verse* (Ginn, 3/3). 3/4

Traditional and other Songs, Singing Games, etc.: *The Nursery Song and Picture-book*, by Winifred Barnard (R.E.P., 6/-). 7/-
The Oxford School Music Infant Book (O.U.P., 21/-). An excellent book for the school library, most comprehensive.
The Clarendon Class Singing Course, by Herbert Wiseman and Sydney Northcote, Book I (O.U.P., 4/6).

Punch and Judy and other Nursery Rhymes, by M.B. Anderson (O.U.P., 3/-). *Infant Music*, by Desmond Macmahon (Nelson, 4/6).

N.B. To help the teacher, two double-sided-ten-inch records in a case are issued by W. Paxton and Co., Ltd., 36-38 Dean St., London, W.1.
Sing Mother Goose, by Opal Wheeler (Publicity Products, 10/6).

Percussion band: *The Percussion Band from A to Z*, by C. Bavin (Evans, 7/6).

Some children may begin to learn an instrument.

Piano: John Thompson's *Modern Course for the Piano: Teaching Little Fingers to Play* (Chappell, 2/-), *The First Grade Book* (4/-). 5/-
 For people who have no piano:—

Some suggestions for H.M.V. Records, obtainable from E.M.I. Records Ltd., 20 Manchester Square, London, W.1.

Singing Games and Party Songs (H.M.V. 7 EG 8414). *Nursery Rhyme Toys* (H.M.V. 7 EG 109) and *Records for the Percussion Band*.

Reading.

See *Home Education*, pp. 213-220. Children vary greatly in the age at which they are ready for reading, and in their rate of progress. Enjoyment and good foundations are more important at this age than rapid advance.

Printed Capital Letters. Printed Small Letters. (1/8 each box).

No Stone Unturned, by Winifred Primrose (Charles Gill and Son, 2/-).

The Beacon Readers (Ginn): *The Old Lob Approach: Picture Book* (2/4); *Old Lob Reading Cards* (7/-) complete, optional). At *Old Lob's* (2/4) corresponding *Work Book* (8d.) *The Move* (3/-), corresponding *Work Book* (8d.) 10d.

Supplementary Readers to *The Move: A Visit to Updown, What Happened at Updown*, by C. C. Falconer (3/3 each). *Teacher's Handbook for Old Lob Approach* (5/-). For classes only: *Individual Cards Stage C* (6/- the set). *Big Book of Old Lob Pictures* (5/6). 7/4

Or, The Primrose Path to Reading, by W. Primrose (Smith, 3/9).

Recommended for extra reading:

Ring-o'-Roses Series, Nos. 1-48 (Cassell, 9d. each). Each book contains a complete story, e.g., *Where Are You Going?* and *Fairy Stairs*. Blackie's Easy to Read Books (1/6 each): *The Dandelion*, *The Little House in the Woods*, *Four Bad Hens*.

Some children may enjoy looking through *Children's Picture Dictionary*, by Lavinia Derwent (Collins, 10/6).

Physical Education.

This should be largely free-play and out of doors whenever possible. Home schoolroom pupils often enjoy the B.B.C. programme "Music and Movement." Also recommended are *Physical Education for Infants*, by I. Munden (U.L.P., 8/6), *The Playway to Rhythms* (Paxton, 3/-), *Movement and Song for the Five to Sevens*, ed. by J. Murray MacBain (Evans, 4/6), and *Party Games for Young Children*, by Jayne Grey (Ward Lock, 7/6).

Handwork.

Handwork should be simple and of three kinds: (a) quickly executed—a model finished in one or two lessons, (b) learning a skill, for example, sewing or knitting, (c) collective or (*where there is a class*) group work, for example, a model village, and friezes: see *Equip that Infant Room*, by I. Arneil (Nelson, 4/-). Use inexpensive materials and throw away unworthy work.

For general ideas: *Infant Handwork*, by I. Arneil (Nelson, 4/-) and *What the Twins Did*, by W. G. Lovell (U.L.P., 2/3).

Cutting out and pasting: make a Scrap Book of sugar paper or brown paper. Cut out pictures from catalogues, magazines etc.; where the supply of these is short, sets of scraps may be obtained from the P.N.E.U. Office (E.S.A., 3/11 a set).

The Little Scissors Man, by Constance and Alec Buckels (Macmillan, 3/9).

Modelling: Plasticine or some other good medium. Individual and group work.

Paper Tearing: torn tissue paper or newspaper silhouettes of boats, planes, animals.

A.L. Coloured Sewing Cards (E. J. Arnold, 1/7½).

Rather harder: Painting and Embroidery Quality Cards, "Inmates of the Zoo" and others in the same series (A. Davies, 1/6). *Raffia Winding*: Cardboard Cylinders or Serviette Rings (1 4 per dozen, E. J. Arnold).

Things to do: *Keyway Giant Square Sticks*, assorted colours (4/4 a box, Philip and Tacey). Making patterns and matchstick people out of these provides fun.

Patternmaking: hardwood mosaics (Set A 3/5½, E.S.A.)

Bildit Junior Kit (Hughes, Freeland Ltd., 8/11).

Sand-tray and shallow bowl or bath of water indoors, or sand-pit and small pool out-of-doors: this produces ingenuity in castle building, journeys and means of transport.

BOOK SUPPLIES

All books, P.U.S. badge, colours, stationery, handicraft materials, school equipment etc., can be bought from the Book Trade Manager, P.N.E.U., Murray House, Vandon Street, London, S.W.1 (Office hours: 10-0 a.m. to 1-0 p.m., and 2-0 p.m. to 4-0 p.m., Monday to Friday inclusive). Cheques should be made payable to P.N.E.U. The P.U.S. badge and colours are copyright. Supplies of books and materials cannot be guaranteed, and **prices are subject to change without notice**; therefore it is most important that orders should be sent to the P.N.E.U. Office as early as possible. Books may be borrowed from Town and County Public Libraries.

GENERAL NOTES

1. The programmes are for use with pupils of the School only and must not be lent.
2. All letters about the working of the Parents' Union School and the use of the programmes should be sent to The Director, at Ambleside.